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REPORT  
OF THE  
MINISTER OF EDUCATION  
OF THE PROVINCE OF ONTARIO,  
ON THE  
*Public (including Separate) and High Schools,*  
ALSO ON THE  
NORMAL AND MODEL SCHOOLS FOR THE TRAINING OF TEACHERS,  
*FOR THE YEAR 1879*

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FOR THE YEAR

1879.

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1881.





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*(Résumé by the Minister of Education.)*

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PART I.

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GENERAL REPORT.

1879.

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# REPORT

OF THE

MINISTER OF EDUCATION (ONTARIO),

FOR THE YEAR 1879, RESPECTING THE

*Public (including Separate) and High Schools,*

ALSO,

THE NORMAL AND MODEL SCHOOLS FOR THE TRAINING OF  
TEACHERS.

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## PART I.—GENERAL REPORT.

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*To His Honour the Honourable John Beverley Robinson, Lieutenant-Governor  
of the Province of Ontario.*

MAY IT PLEASE YOUR HONOUR,

I herewith present the Report of the Education Department on the condition of the Public (including Separate) and High Schools, also of the Normal and Model Schools for the training of teachers of the Province of Ontario, for the year 1879.

I will now proceed to give a Summary view of their condition, condensed from the accompanying Statistical Tables:—

### PUBLIC SCHOOLS.

#### I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

##### *The Receipts.*

1. The amount apportioned from the Legislative grant was \$252,564—decrease \$5,974. The apportionment is made to the several Counties, Townships, Cities, Towns and Incorporated Villages, according to the ratio of the population in each, as compared with the whole population of the Province. The principle of distribution is according to the average attendance and the time of keeping open the Schools, Public and Separate, in each Municipality.

2. The amount apportioned from the Legislative grant (through the Educational Depository) for the purchase of maps, apparatus, prize and library books, was \$12,890—decrease, \$2,866.

3. The amount from County *Municipal* Assessment was \$874,071, showing an increase of \$1,716.

4. The amount available from *Trustees'* School Assessment was \$1,433,153—increase, \$27,466.

5. The amount from Clergy Reserves Moneys, and from other sources, applied to School purposes in 1879, was \$654,050—decrease, \$40,934.

6. The Total Receipts for all Public School purposes for the year 1879, amounted to \$3,226,730, showing a decrease of \$20,591 below the total receipts of the preceding year.

7. The following table shows the progressive increase in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts since 1867.





*The Expenditure.*

1. The amount paid by trustees for salaries of teachers in 1879 was \$2,072,822—*increase*, \$61,614.
2. For maps, globes, prize books and libraries, \$32,622—*decrease*, \$9,885. The Legislative aid given to trustees (through the Educational Depository) for these objects was, \$12,890.
3. For sites and building of school-houses, \$306,025—*decrease*, \$107,367. For several years after the passage of the School Act of 1871 a large amount was yearly expended in the erection of new school-houses, so that the country is now tolerably well supplied with them. A decrease of this item may therefore be expected for some years to come.
4. For rent and repairs of school-houses, etc., \$421,613—*decrease*, \$625.
5. Total expenditure for all Public School purposes, \$2,833,084—*decrease*, \$56,263.
6. Balance of school moneys not paid at the end of the year when the returns were made, \$393,646—*increase*, \$35,671.

II. TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of school population shall include the whole number of children resident in their school division; and confers the *equal* right of attending the schools upon all residents in such divisions, between the ages of five and twenty-one years.

1. The School population (comprising only children between the ages of five and sixteen years) reported by trustees was 494,424—*increase*, 2,064.
2. The number of pupils between the ages of five and sixteen years attending the schools was 467,845—*increase*, 412. Number of pupils of other ages attending the schools, 19,167—*decrease*, 2,415. Total number of pupils attending the schools, 487,012—*decrease*, 2,003.
3. The number of boys attending the schools, 259,056—*decrease*, 1,344. The number of girls attending the schools, 227,956—*decrease*, 659.
4. The number reported as not attending any school for four months during the year is 27,409—*decrease*, 6. These were between the ages of seven and twelve years, during which School Boards and Trustees are required by the Public Schools Act to see that all the children in their school districts attend school for four months in the year.
5. The average attendance, viz., the aggregate daily attendance divided by the legal number of teaching days in the year, was 219,442—*decrease*, 5,146.

The following summary shows the percentage in the ages of the pupils, as compared with the whole number attending school:—

	Pupils under 5.	5 to 16.	17 to 21.	Over 21.
Percentage for Counties.....	$\frac{30}{100}$	$95\frac{40}{100}$	$4\frac{18}{100}$	$\frac{17}{100}$
“ Cities .....	$\frac{18}{100}$	$99\frac{80}{100}$	$\frac{7}{100}$	$\frac{18}{100}$
“ Towns .....	$\frac{18}{100}$	$98\frac{20}{100}$	$1\frac{81}{100}$	$\frac{18}{100}$
“ Province .....	$\frac{20}{100}$	$96\frac{00}{100}$	$3\frac{80}{100}$	$\frac{18}{100}$

### III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This table shows the number of pupils as classified under the present system.

The following summaries show:

1. The percentage in the several classes as compared with the whole number of pupils attending school.

	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
Percentage for Counties.....	31 $\frac{80}{100}$	22 $\frac{94}{100}$	26 $\frac{96}{100}$	15 $\frac{80}{100}$	3 $\frac{15}{100}$	1 $\frac{5}{100}$
“ Cities .....	34 $\frac{80}{100}$	20	25 $\frac{88}{100}$	14 $\frac{80}{100}$	4 $\frac{48}{100}$	7 $\frac{0}{100}$
“ Towns.....	33 $\frac{97}{100}$	22 $\frac{48}{100}$	25 $\frac{78}{100}$	15 $\frac{76}{100}$	2 $\frac{72}{100}$	3 $\frac{1}{100}$
“ Province.....	32	22 $\frac{60}{100}$	26 $\frac{70}{100}$	15 $\frac{37}{100}$	3 $\frac{31}{100}$	3 $\frac{2}{100}$

2. The percentage in the principal subjects of instruction as compared with the whole number of pupils attending school.

	Spelling and Dictation.	Writing.	Arithmetic.	Geography.	Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.
Percentage for Counties .....	80	81	84	58	28	25	31	44	13	14
“ Cities .....	86	85	93	75	68	84	54	54	18	16
“ Towns .....	89	86	95	66	43	47	50	46	13	16
“ Province .....	82	82	86	60	33	33	35	45	13	14

### IV.—TABLE D.—NUMBER OF TEACHERS—ANNUAL SALARIES—CERTIFICATES.

1. *Number of Teachers, Male and Female.*—In the 5,123 schools reported, 6,596 teachers have been employed—increase, 123; of whom 3,153 are male teachers—increase, 93, and 3,443 are female teachers—increase, 30. It will thus be seen that there are about 300 more female than male teachers.

2. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$900—the lowest, \$135; in a *City*, the highest, \$1,000—the lowest, \$250; in a *Town*, the highest, \$1,000—the lowest \$200. The *average salary of male teachers in Counties*, was \$383—of *female teachers*, \$249; in *Cities*, of male teachers, \$662—of female teachers, \$296; in *Towns*, of male teachers, \$616—of female teachers, \$270; of the 3,153 male teachers 10 received salaries ranging from \$901 to \$1,000; 19 from \$801 to \$900; 35 from \$701 to \$800; 45 from \$601 to \$700; 164 from \$501 to \$600; 908 from \$401 to \$500; while 1,972, or the great majority, were paid \$400 and under. The average increase of male teachers' salaries for the Province during 1879, is \$8 per male teacher. The number of teachers who had attended the Normal Schools at Toronto or Ottawa was 1,374, an increase of 241.

3. *Teachers' Certificates*.—Total number of certificated or licensed teachers reported, 6,596—increase, 123 ; Provincial Certificates, 1st class, 253—increase, 43 ; 2nd class, 1,601—increase, 192 ; County Board Certificates of the Old Standard, 1st class, 307—decrease, 21 ; 2nd class, 125—decrease, 17 ; New County Board, 3rd class Certificates, 3,836—decrease, 68 ; Interim Certificates, 474—decrease, 6.

#### V.—TABLE E.—SCHOOL BOARDS AND RURAL SCHOOL CORPORATIONS.

1. The number of *Urban School Boards* was as follows :—In Cities, 18 ; in Towns, 87 ; in Incorporated Villages, 132, being a total of 237.

2. The number of *Urban School-houses* was as follows :—In Cities, 129 ; in Towns, 190 ; in Incorporated Villages, 182.

3. The total number of *pupils in Urban Schools* registered during the year was, in Cities, 45,871 ; in Towns, 50,078 ; in Incorporated Villages, 52,016, and the average daily attendance was, in Cities, 26,771 ; in Towns, 27,776 ; in Incorporated Villages, 22,980.

4. The number of *Township School Boards* was 6, that is to say, in the following Townships—Enniskillen, Tuckersmith, Macaulay, Morrison, McKellar, and Christie.

5. The number of *Rural School Sections* was, 4,654—increase, 78. The number of *Rural Schools* reported as kept open, was 4,622—increase, 97.

6. The increase in number of *Rural School-houses* was 45. Of late years there has been a most satisfactory improvement in the School-houses, and in stone, brick, and frame taking the place of the old log-built School-houses.

7. The whole number of School-houses reported is 5,147, of which 1,633 are *brick*, 520 *stone*, 2,301 *frame*, 693 *log*.

8. *Titles to School Sites*.—*Freehold*, 4,948—increase, 46 ; *Rented*, 199—increase, 35.

9. *School Visits*. By Inspectors, 13,034—increase, 289 ; by other persons, 89,523—increase, 2,016. Total School visits 102,557—increase, 2,305. Trustees especially are bound to show zeal and interest in Public School Education and by personal visits to the schools, and counsel to parents, incite them to educate their children.

10. *School Lectures*.—By Inspectors, 646—decrease, 117 ; by other persons, 175—decrease, 145.

11. *Time of keeping the Schools open*.—The average time of keeping the Schools open, exclusive of holidays, vacations, and Sundays, was *two hundred and eight days* in 1879. The actual number of legal teaching days was 221 for Rural and Urban Schools, not united with High Schools, and 212 for Urban and Rural Schools united with High Schools.

12. *Public School Examinations*.—The whole number of Public School Examinations was 9,663—decrease, 286 ; though less than two for each School. The law requires that there should be in each School a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the school visitors (clergymen, magistrates, etc.) resident in the School Section. Such examinations being tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on Public Schools.

13. *School Prizes and Merit Cards*.—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils is 1,708—increase, 45.

14. *Prayers and Ten Commandments*.—Of the 5,123 Schools reported, the daily exercises were opened and closed with prayers in 4,477 of them—increase, 189 ; and the Ten Commandments were taught in 2,851—increase, 23. While the Public Schools Act provides that "No person shall require any pupil in any Public School to read or study from any religious book, or to join in any exercise of devotion or religion objected to by



his or her parent," the Department has framed regulations of a recommendatory nature on the subject, with forms of prayers, in the earnest hope that School Boards, Trustees, and Teachers, may thus be better enabled to impress upon their pupils the principles and duties of our common Christianity. In 4,477, out of 5,123 schools, religious exercises of the kind recommended by the Department are voluntarily conducted.

15. *Maps*.—Maps are used in 4,744 schools—increase, 74. Total number of maps used in schools, 39,987—increase, 992.

#### VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 191—decrease during the year, 15.

2. *Receipts*.—The amount apportioned and paid by the Department of Education from the Legislative Grant to Separate Schools according to average attendance of pupils as compared with that at the Public Schools in the same Municipalities, was \$13,100—increase, \$479. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$1,018—increase, \$229. The amount of school *rates* from the supporters of Separate Schools, was \$89,386—increase, \$10,265. The amount *subscribed* by supporters of Separate Schools, and from the other sources, was \$25,587—decrease, \$9,431. Total amount received from all sources was \$129,092—increase, \$1,543.

3. *Expenditure*.—For payment of teachers, \$75,165—increase, \$4,864; for maps, prize books and libraries, \$2,575—increase, \$660; for sites and building School-houses, \$20,784; for other School purposes, \$24,305.

4. *Pupils*.—The number of pupils reported as attending the Separate Schools was 24,779—decrease, 501. *Average attendance*, 13,073—decrease, 99.

5. The whole *number of teachers* employed in the Separate Schools was 346—increase, 13; male teachers, 101—decrease, 3; female teachers, 245—increase, 16.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch; also the number of schools using maps, etc.

#### VII.—REPORT ON TERRITORIAL DISTRICT SCHOOLS.

In addition to the statistics of Public Schools there is appended the report of the Deputy Minister on District and Indian Schools.

#### VIII.—REPORT OF PUBLIC SCHOOL INSPECTORS.

Several of the Public School Inspectors also report on the state of education in their respective districts during the year. These documents will be read with great interest, as they furnish many valuable hints and suggestions.

#### HIGH SCHOOLS.

##### IX.—TABLE G.—COMPARATIVE STATEMENT—HIGH SCHOOLS, 1878, 1879.

A comparative statement is here exhibited of the progress or decline of each High School, as contrasted with the work of the previous year, under the respective headings of total number of pupils, average attendance both total and in the Upper School, admission and intermediate examinations, apportionment of legislative grant and expenditure.

##### X.—TABLE H.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURE, PUPILS, NUMBER OF SCHOOLS.

*Receipts*.—The amount received by the High School Boards from Legislative grant for the salaries of teachers, was \$76,834—decrease, \$272. The amount of Legislative grant apportioned for *maps, prize books*, etc., was \$1,346—decrease, \$450. The amount of *Municipal Grants* in support of High Schools was \$190,326—decrease, \$12,521. The amount received for *pupils' fees* was \$26,225—increase, \$4,644. Balances of the preceding year and other sources, \$122,728—increase, \$5,872. Total receipts, \$417,461—decrease, \$2,727.

*Expenditure.*—For salaries of masters and teachers, \$241,097—increase, \$18,087; for building, rent and repairs, \$54,274—decrease, \$29,694; for fuel, books, and contingencies, \$100,203—increase, \$16,299; for maps, prize books, apparatus and libraries, \$5,212—increase, \$85. Total expenditure for the year 1879, \$400,788—increase, \$4,777. Balance of moneys, not paid out at the end of the year, \$16,673—decrease, \$7,505.

*Number of Pupils*, 12,136—increase, 1,562.

*Number of Schools*, 104.

#### XI.—TABLE I.—HIGH SCHOOLS, NUMBER OF PUPILS IN THE VARIOUS BRANCHES.

Table I shows both the subjects taught and the number of pupils in each subject in each of the High Schools.

No. of Pupils.—In *English Grammar and Literature*, 12,015; in *Composition*, 11,691; in *Reading, Dictation and Elocution*, 11,281; in *Penmanship*, 7,171; in *Linear Drawing*, 2,693; in *Book-keeping*, 4,500; in *Arithmetic*, 12,105; in *Algebra*, 11,761; in *Geometry*, 11,285; in *Trigonometry*, 660; in *Mensuration*, 6,888; in *History*, 11,873; in *Geography*, 11,935; in *Natural Philosophy*, 2,464; in *Chemistry*, 2,871, in *Natural History*, 411; in *Physiology*, 238; in *French*, 4,687; in *German*, 729; in *Latin*, 5,391; in *Greek*, 1,097; in *Gymnastics and Drill*, 2,851.

#### XII.—TABLE K.—SCHOOL HOUSES. MISCELLANEOUS INFORMATION. HEAD MASTERS AND THEIR UNIVERSITIES.

In this Table are given the names, University degrees (or certificates), of the Head, and the number of Assistant, Masters.

Of the School-houses, 75 were of brick, 20 stone, 8 frame; 8 were rented or leased, the remainder freehold. The tendency everywhere is to improve the buildings and grounds required for High School purposes, so as to make each High School worthy of its now recognized position of being the local College.

54 High Schools were under Union High and Public School Boards. 2,020 maps were used in the 104 High Schools; 53 Schools use the Bible; in 93 there were daily prayers; 248 pupils matriculated at some University during 1879; 565 pupils entered mercantile life; 535 adopted agriculture as a pursuit; 693 joined the learned professions; 1,200 went to other occupations, a large increase on the preceding year. The position of the High Schools as an essential and integral part of our educational system, is now well understood, as well as their practical value. They abundantly supply opportunities for secondary education, and thus protect the elementary schools from the tendency there would be in neglecting the many, in order to attend to the clever few who are sufficiently advanced to call for instruction in secondary subjects. They also constitute the necessary stepping-stone between the Public Schools and the University, and upon their efficiency depends the success of our efforts in opening the avenues of learning to every child in the Province, as well as in affording to each youth of ability the opportunity for the highest intellectual career. The High School is intended to meet in each county the requisites of higher education, just as the Public School in each section is established to furnish elementary instruction. Under the amended Regulations for the training of Public School Teachers, they have become the chief means for educating candidates in the different subjects prescribed for the non-professional examination for Second and Third-class Public School Teachers' Certificates, while uniformity in their work has been secured by making the results of the Intermediate Examinations equivalent to passing such non-professional examination.

#### XIII.—REPORTS OF HIGH SCHOOL INSPECTORS.

Remarks and suggestions by the High School Inspectors as to improvement of High Schools, are appended to the statistical tables of High Schools.

#### TRAINING OF TEACHERS.

#### XIV.—TABLE L.—THE TORONTO NORMAL SCHOOL.

Table L contains the gross number of applications for admission to the Normal

School, Toronto; the counties from whence these students have come; and the religious persuasions of these students.

Table L shows that of the 8,269 students admitted, 4,151 were males, and 4,118 were females. The number admitted during the session of 1879 was 247. Of these, 134 were males, and 113 females.

XV. TABLE M shows that 182 students were admitted to the fourth session of the Ottawa Normal School—106 males, 76 females; it also gives similar particulars as to the admissions, religions, counties, etc., as are given in Table L for the Toronto Normal School.

Table L contains abstracts in connection with the twenty-nine years' existence of the Normal School at Toronto, to show the total number of applications, the counties whence the students came, and their religious persuasions for that period; Table M, an abstract of the students admitted at the Normal School at Ottawa. The conditions under which Public School Teachers' Certificates were formerly granted have been changed by the amended Regulations which came into effect in August, 1877, and Tables L to Q contain the information applicable to these new conditions. The Normal Schools at Toronto and Ottawa are now confined to the professional training of candidates for Second-Class Certificates, while in each county of the Province, one or more County Model Schools have been established for the professional training of candidates for Third-Class Certificates, details of which will be found in Table N and the Model School Report. In the Normal School the session for the instruction of candidates for First-Class Certificates extends throughout the Academic year, from September to July, and is literary and scientific, and also professional, but attendance is optional. In the Report for next year will be found the Regulations under which University standing with Honours in certain departments of study is taken as equivalent to the non-professional Grade A or B Public School Teachers' First-Class Certificates, and the Provincial University, and other colleges with university powers will be thus utilized with respect to supplying the requisite educational qualifications for First-Class Certificates, as the High Schools have successfully been with respect to like qualifications for Second and Third-Class Certificates. For Second-Class Certificates attendance in the Normal School is obligatory on all candidates during one of three sessions of twelve weeks each into which the Academic year is divided for this purpose. The whole time of each session is devoted exclusively to instruction in the theory and practice of teaching. Successful candidates are entitled to be repaid out of Provincial Funds for their travelling expenses. In the County Model Schools the candidate who has passed the examination in the prescribed literary and scientific subjects for Third-Class Certificates is required to be instructed in the actual practice of teaching for one term at least, and he must also satisfactorily pass this examination in order to obtain his Third-Class Certificate.

At the examinations of 1879 there were:

(1)	1st Class Candidates of Normal School, Toronto,	20 in number, of whom 13 passed.
(2)	2nd Class " " " Toronto,	284 " " 250 "
(3)	" " " Ottawa,	241 " " 216 "

XVI.—TABLE N contains the number of certificates granted by the Education Department and by the County Boards of Examiners during 1879, counties of applicants, grades, etc.

XVII.—TABLE O shows at a glance the total number of certificates issued from 1871 to 1879.

XVIII.—TABLE P gives the names of holders of Provincial Certificates obtained during 1879.

XIX.—TABLE Q is a statistical table exhibiting the position of Teachers' Associations in 1879.

XX.—The Report of the Sub-Committee of the Central Committee exhibits the following results of the terms of the County Model Schools which were in operation during the year 1879, viz.:—Number of Schools, 51; number of Third Class candidates in attendance, 1,295; number rejected by Board of Examiners, 78.



## EDUCATIONAL DEPOSITORY.

## XXI.—TABLE R.—FREE PUBLIC LIBRARIES.

1. The amount expended in library books during 1879 was \$3,496, of which one-half has been provided from local sources. The number of volumes supplied was 3,812.

2. The value of public free libraries furnished to the end of 1879, was \$178,282.

The number of Libraries, exclusive of subdivisions, 1,566. The number of volumes in these libraries was 298,743.

3. Number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1879 inclusive. The total number of volumes for Public Free Libraries sent out, 298,743. The classification of these books is as follows: *History*, 49,648; *Zoology and Physiology*, 17,019; *Botany*, 3,069; *Phenomena*, 7,030; *Physical Science*, 5,236; *Geology*, 2,499; *Natural Philosophy and Manufactures*, 14,414; *Chemistry*, 2,701; *Practical Agriculture*, 10,609; *Literature*, 29,242; *Voyages*, 27,545; *Biography*, 33,071; *Tales and Sketches, Practical Life*, 83,500; *Fiction*, 5,041; *Teachers' Library*, 8,118; Total number of Prize Books sent out, 1,063; 995; Grand Total of library and prize books (including, but not included in the above, 35,402 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 1,398,140.

## XXII.—TABLE S.—SUMMARY OF MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended by the Education Department in supplying maps, apparatus, and prize books for the Schools, \$28,334—decrease, \$10,132. The one-half of these sums was provided voluntarily from local sources; in all cases the books or articles are applied for, and fifty per cent. of the value paid for by the parties concerned. The number of Maps of the World sent out was 327; of Europe, 324; of Asia, 268; of Africa, 239; of America, 504; of British North America and Canada, 318; of Great Britain and Ireland, 236; Scriptural and Classical, 119; of other charts and maps, 443; of globes, 161; of other pieces of school apparatus, 3,246; of Historical and other Lessons, in sheets, 16,533. Number of Prize Books, 41,957.

2. From 1855 to the end of 1879, the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$650,450. The number of maps of the World furnished was 7,430; of Europe, 7,255; of Asia, 5,764; of Africa, 5,267; of America, 7,033; of British North America and Canada, 7,790; of Great Britain and Ireland, 5,626; of Classical and Scriptural Maps, 3,783; other Maps and Charts, 11,652; Globes, 3,868; single articles of school apparatus, 40,295; Historical and other Lessons, in sheets, 356,525; Volumes of Prize Books, 1,063,995.

## SUPERANNUATION OF TEACHERS.

## XXIII.—TABLE T.—SUPERANNUATED TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School teacher who was in receipt of a superannuation allowance at the end of the year 1879, and the amount which he receives. The system, according to which aid is given to Superannuated Public School teachers, is as follows:—In 1853 the Legislature appropriated \$2,000, which it afterwards increased to \$4,000, and then to \$6,000; on the adoption of the system of compulsory subscriptions upon all male teachers in the year 1871, a larger revenue resulted, but it has always fallen short of the sums annually paid from the Provincial revenue. The allowance cannot exceed \$6.00 annually for each year the recipient has taught School in Ontario, except in cases of High School Masters, Inspectors of Public or High Schools, or teachers holding First or Second Class Certificates, when a further allowance at the rate of one dollar for each year of such service is granted. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year of service in arrears since, and inclusive of, 1854; nor can any

teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach.

2. The superannuation allowance is regulated by the provisions contained in the Public Schools Act (Revised Statutes, Chap. 205), Sec. 44 to 49 inclusive.

3. The total amount of subscriptions received and paid into the Provincial treasury, and of allowances paid thereout, in the several years from 1872 to 1879 inclusive, is shown in the following table:—

YEAR.	Payments by Department.	Subscriptions.	Amounts Refunded to Subscribers.	Net Subscriptions.	Difference be- tween Pay- ments and Net Sub- scriptions.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1872 .....	11942 67	10963 71	238 10	10725 61	1217 06
1873 .....	18995 50	11870 73	442 81	11427 92	7567 58
1874 .....	22802 75	12856 75	787 64	12069 11	10733 64
1875 ....	26509 25	12704 18	1220 96	11483 22	15026 03
1876 ... ..	31768 82	12647 25	1252 83	11394 42	20374 40
1877 .. ..	35325 50	14283 25	1576 07	12707 18	22618 32
1878 .....	41192 85	13767 12	1591 64	12175 48	29017 37
1879 .....	43619 26	14064 84	2237 79	11827 05	31792 21

4. The number of teachers who received retiring allowances in the year 1879 was 360, distinguishable thus:—Those under 60 years numbered 115, their average age being 50 $\frac{3}{4}$  years, and average allowance \$117.07; those over 60 were 245, their average age 70 $\frac{3}{4}$ , average allowance, \$131.91.

5. The highest allowance paid to any teacher was \$284, while the lowest was \$8.

#### MISCELLANEOUS.

#### XXIV.—TABLE U.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1867 TO 1879, INCLUSIVE.

This Table supplies the material for comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support.

By analyzing and comparing these statistics, a correct appreciation can be formed of what has been accomplished educationally in Ontario since the confederation of the Provinces. For example: in 1867 the number of Public Schools was only 4,422. In 1879 this had increased to 5,123; and the number of pupils attending them from 401,643 in 1867, to 487,012 in 1879. The amount paid for the support of Public Schools has been increased from \$1,473,188 in 1867, to \$2,833,084 in 1879 (not including balances not paid at the date of the local reports), including the amount paid for the purchase, erection, repairs of school-houses, and for other purposes, which in 1879 amounted to \$760,262, making the aggregate actually paid for Public School purposes in 1879, with the balances available and not paid out at the date of the local reports, \$3,226,730.

REPORT FOR THE YEAR.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.
No. of Public Schools Reported.....	4422	4480	4524	4566	4598	4661	4732	4758	4834	5041	5140	4990	5123
Amount paid for Public School Teachers' Salaries ..... \$	1093516	1146543	1175166	1222681	1191476	1371594	1520123	1647750	1758100	1838321	2038099	2011207	2072822
Amount paid for erection, repairs of School-houses, fuel and contingencies .....	379672	441891	449730	489380	611819	835770	1084403	1217582	1234980	1168134	1035390	878140	760262
Balance forwarded each year .....	197147	200898	202530	232303	321176	322906	362839	373939	372373	387200	349696	357974	393646
Total amount available each year..	1670335	1789332	1827426	1944364	2124471	2530270	2967365	3239271	3365453	3393655	3423185	3247321	3226730



## XXV.—THE EDUCATIONAL MUSEUM AND LIBRARY.

The Educational Museum forms a valuable part of our system of popular education. It consists of a collection of School apparatus for Public and High Schools, of casts of antique and modern statues, busts of celebrated characters in English and French history, also copies and engravings of some of the works of the great masters of the Dutch, Flemish, Spanish, and Italian schools of painting. It also contains many objects of improved School appliances and architecture, as well as collections for promoting art, science, and literature. The Report of the Superintendent, Dr. May, contains the several details of the different classes of objects, and also shows, from the large number of visitors attracted to it, its influence in promoting general culture. The successful educational exhibits of the Department at the Centennial Exhibition in 1876, and the Exposition Universelle, at Paris, in 1878, comprised selections (or duplicates) of articles in the Museum; and in 1879 I took advantage of the Paris exhibit, in store in South Kensington Museum, to forward it to the Sydney International Exhibition, New South Wales, and have since received the gratifying information that the Exhibition Commissioners had given a Gold Medal to the Province of Ontario, twenty only having been awarded, and in the general report as to Canadian manufactures at this Exhibition it is stated as follows:—

“In the department of Education and Science, the Education Department exhibited in the gallery a vast collection of models, anatomical and others, globes, diagrams, and photographs of school buildings. The collection was awarded the first degree of merit. It was a very commendable collection, and reflected the culture of the people of Canada in having such elegant edifices constructed for educational purposes. Amongst those shown were some of the principal scholastic institutions in Toronto.”

The Report of the Superintendent also shows the special value of the Library, both in its educational aspect and completeness as an historical record of Canadian (especially Upper Canadian) affairs.

## CONCLUSION.

The Report for the year 1876 mentioned that in February of that year a responsible Minister had succeeded the former Chief Superintendent in the administration of the affairs of the Education Department, and that the functions of the late Council of Public Instruction had been vested in a Committee of the Executive Council. In order to meet the wants of the Public and High Schools, as well as to improve the facilities for training Public School Teachers, amendments to the law in several material particulars were passed by the Legislature in the next ensuing session of 1877. The Law as thus amended is contained in chapters 203, 204, 205 and 206, of the Revised Statutes of Ontario, and a compendium of the Law and Regulations of Ontario was thereupon compiled for the use of School Boards, Corporations and Officials in the Province. The important changes and revisions which, in 1877, were made in the Law and Regulations, were concisely stated in the Report of 1878.

Further experience in the practical working of the Law required that other amendments should be made in the session of 1879, the most important of which are as follows:—

## THE LAW.

1. The apportionment by the Minister annually of the Legislative Grant in aid of the Public and Separate Schools was directed to be made according to the returns for the last preceding year of the whole population of Ontario, which the clerks of the respective counties, cities and towns separated are now required to furnish to the Minister on or before the first day of April in each year.

2. The franchise in the case of all Public Schools was extended so as to include income voters who have paid a school tax, while all formerly qualified continue to be so.

3. The mode of electing the Trustees of School Boards in cities, towns, villages and townships, was more clearly provided for, and in the case of Rural School Sections the day of the annual meeting was changed to the last Wednesday in December in each year.

4. The powers of Trustees of Rural School Sections to levy or collect upon their own



authority Public School rates, ceased: and henceforth the machinery for the collection of all school rates as well as other rates became the same, the basis for the requisition of the School Trustees being the Assessment Roll, and the collections being through the Municipal Collector and other municipal officials.

5. In arbitrations for taking school sites, provisions were supplied under which all interests, including those of owners, mortgagees, tenants and others, can be dealt with.

6. Several doubtful points as to Union School Sections were settled.

7. The Public School Board of any city was empowered to constitute one or more of the Public Schools in such city a Model School for the preliminary training of Public School teachers.

8. The efficiency of the Separate Schools was improved by the following:

(1) Elections of Trustees in cities, towns and villages to be held as in the case of Public School Boards, and in townships, as in Rural School Sections.

(2) Trustees authorized to borrow on the security of the school premises or rates, repayable with interest, by instalments or otherwise.

(3) A non-resident owner of unoccupied land may, if a Separate School supporter, require the school rates thereon to be paid to the Separate School, if any, in such Municipality.

(4) Any Separate School rates charged upon real estate and uncollected at the end of any one year, as in the like cases of Public School rates, to be advanced by the township.

(5) So much of the general county rate for salaries of Public School teachers levied from Separate School supporters to be paid over to the Separate School Trustees, if any, in the township.

(6) Where the trustees of R. C. Separate Schools exercise their option of having the Separate School rates collected by the municipal machinery, the Assessor is authorized to accept the knowledge of a person being a Roman Catholic as *prima facie* evidence of his being a Separate School supporter.

(7) The Education Department was empowered to authorize a Separate School to become a Model School for the preliminary training of teachers for Separate Schools; and in such case, or in the special circumstances of Separate Schools in any county, the Minister may recommend to the Lieutenant-Governor in Council, the appointment of an additional member of the County Board of Examiners possessing qualifications prescribed by the Education Department.

9. The powers of Public and High School Boards in requiring Municipal Corporations to raise upon the requisition of such Board any sum which they might demand, was circumscribed as to expenditure on capital account to the extent following, viz.:

(1) The Municipal Council can, by a two-thirds vote, refuse to raise the amount demanded.

(2) In case of refusal the School Board can require the question to be submitted to the municipal electors qualified to vote on by-laws for creating debts, and on the assent of a majority of the electors being obtained the Municipal Council must pass the by-law.

10. In the case of Rural School Sections, trustees cannot borrow or raise any money for expenditure on capital account unless the proposition has first been approved of at a general meeting of the qualified school electors.

11. Debentures for the loan of money for school purposes can be issued for a term not exceeding twenty years; and may be repayable by instalments of principal, as in the Municipal Act.

The *Regulations*, as revised and amended, introduced important improvements, as mentioned in the Report of 1878.

In my circular of the 14th March, 1879, I defined the proper effect of the *Regulations* on some questions of general interest. Thus:—

1. The *Regulations* generally are to be understood as being a standard or model, to be reached as far as may be, having reference to the varying resources and different circumstances of each particular school as compared with another. In their application to

any given case Inspectors and Trustees are to exercise a wise and prudent discretion, and upon this mainly depends their beneficial and useful operation.

2. Inspectors will understand that they have no power to withhold the Legislative grant from any School corporation, but should report the facts to the Minister, in cases where it is considered there has been wilful omission or neglect.

3. It is to be specially noticed that the hints for the guidance of teachers as to the programme or course of study should govern them; and that it is for the trustees and teacher to impose any time or limit table for use in the school.

4. As to school accommodation, Inspectors should consider the Regulations as recommendatory; and that the circumstances of each section must be regarded, in order that its resources may not be unduly affected.

5. Inspectors are requested to be careful in exercising any authority to set aside any election or proceeding at a school meeting, or to summon one on their own motion, and should proceed only upon formal reasons in writing. While the law and Regulations are explicit as to their duties, they should endeavour always to act impartially, and thus justify the continued confidence of the County Councils who appoint them, and of the Education Department.

6. Inspectors should carefully consider the grounds on which they may recommend to the Minister the granting of a temporary certificate or of any extension of third-class certificates.

7. The immediate and personal attention of every Public School Inspector should be directed to prevent any attempt to introduce unauthorized text-books.

8. The functions of County Boards of Examiners are confined to the professional examination of third-class candidates in the County Model Schools, and to the granting of third-class certificates, or their renewal upon re-examination, or their withdrawal or suspension.

9. As to authorized text-books, the Regulations of July, 1877, expressly prohibit any teacher from substituting for any of the old text-books any newly authorized one, unless and until he has received the sanction of the Trustees and of the Public School Inspector. All the old text-books if in use in any school before the end of the year 1878, remain authorized in such school, and can only be changed by the Trustees and School Inspector jointly concurring.

10. The Regulations of July, 1877, were intended to meet the urgent and general demands for a revision of the text-books, and to carry out the work which the Council of Public Instruction had begun. It was not the policy or intention of the Minister to go further, or to recommend any new text-books on any subject except where the Council of Public Instruction had proposed this, or it was clear there existed a special want. The law expressly prohibits any teacher, trustee, Inspector or other person officially connected with the Education Department, Normal School, Model School, Public or High Schools, to become or act as agent for any person to sell or in any way to promote the sale of any school, library, prize or text books, maps, charts, school apparatus, furniture or stationery for use in any school, or to receive any compensation or other remuneration for such sale or for the promotion thereof. In his endeavours to secure the observance of this provision of the law, the Minister hopes to obtain the co-operation of all School corporations and officials, including teachers generally.

11. As to County Model Schools—there is no institution more important in its educational results, and while in all counties of the Province, except two, this is fully appreciated, it is to be noticed that the Model School is for county purposes, and County Councils must rely on them for supplying their counties with qualified teachers. The Department has discharged its duty in affording these opportunities and the Legislature in providing a share of the expense. Nothing so economical or beneficial can be offered for the continued confidence and support of County Councils.

I have the honour to be,

Your Honour's obedient servant,

ADAM CROOKS,

*Minister of Education.*

EDUCATION DEPARTMENT (ONTARIO),  
TORONTO, October, 1880.

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PART II.

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STATISTICAL REPORT.

1879.

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PUBLIC SCHOOLS.

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I.—TABLE A.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	RECEIPTS.				
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances, and other sources.
	\$ c	\$ c.	\$ c.	\$ c.	\$ c.
Glengarry . . . . .	2639 50	177 05	2726 12	14670 76	2704 00
Stormont . . . . .	2177 00	23 40	2453 99	13685 91	1861 77
Dundas . . . . .	2605 00	572 49	4839 53	17782 11	4547 22
Prescott . . . . .	2559 50	163 50	2303 28	7521 97	4177 86
Russell . . . . .	1581 00	21 00	2180 34	12700 13	2824 89
Carleton . . . . .	4524 00	188 50	5941 49	36110 62	7363 51
Grenville . . . . .	2592 00	93 60	4950 64	14236 67	8824 35
Leeds . . . . .	4262 50	251 77	6788 91	31312 96	10011 25
Lanark . . . . .	4401 50	287 82	11513 55	21974 90	5750 74
Renfrew . . . . .	6060 00	144 83	8459 74	28855 19	6661 12
Frontenac . . . . .	4256 00	41 50	6141 91	24112 45	7411 25
Lennox and Addington . . . . .	3667 50	133 10	4895 22	22940 52	7608 92
Prince Edward . . . . .	2351 00	99 00	3212 01	21104 09	9087 83
Hastings . . . . .	6603 50	164 07	9705 94	36542 84	11342 80
Northumberland . . . . .	4974 50	213 24	8883 89	32312 28	20496 90
Durham . . . . .	3875 00	205 45	5062 87	34990 51	7154 47
Peterborough . . . . .	3437 00	142 58	6903 28	21957 27	6153 18
Haliburton . . . . .	3100 80	25 50	1258 39	4535 18	1076 10
Victoria . . . . .	5345 00	159 37	11352 91	38936 61	9347 55
Ontario . . . . .	5873 00	333 26	15702 71	38379 64	17142 38
York . . . . .	8400 00	630 94	20618 05	62963 69	34022 28
Peel . . . . .	3080 50	95 70	5278 73	24326 18	11523 46
Simcoe . . . . .	9478 00	598 81	16111 83	63929 21	19221 33
Halton . . . . .	2691 00	266 96	6716 08	20294 70	8618 46
Wentworth . . . . .	3473 00	386 12	4971 53	26780 58	15573 93
Brant . . . . .	2357 00	167 97	2876 98	19705 39	11200 96
Lincoln . . . . .	3256 50	117 77	9713 68	20542 05	16087 78
Welland . . . . .	3088 50	354 54	6005 74	22007 98	29687 41
Haldimand . . . . .	3377 00	133 22	7298 44	22974 94	12024 66
Norfolk . . . . .	4168 00	245 57	5675 74	30174 66	12344 98
Oxford . . . . .	4822 00	452 74	9489 65	52439 41	18845 31
Waterloo . . . . .	4246 50	219 93	9404 07	38849 63	20107 55
Wellington . . . . .	7658 00	315 50	16494 87	58496 17	17938 07
Grey . . . . .	8199 00	435 73	7459 00	66851 62	13916 80
Perth . . . . .	4841 50	414 68	5147 84	45580 12	13182 93
Huron . . . . .	8312 50	494 54	14548 57	66993 56	17357 87
Bruce . . . . .	7592 50	466 54	16001 84	59661 10	15391 35
Middlesex . . . . .	8642 50	750 09	20360 92	71138 44	22742 65
Elgin . . . . .	4631 00	230 50	8880 86	35421 70	8884 30
Kent . . . . .	4994 00	297 99	15040 59	44184 45	17751 93
Lambton . . . . .	5160 50	305 35	13408 58	47396 87	12602 61
Essex . . . . .	4263 00	268 56	6968 55	36613 74	11349 20
Districts . . . . .	3260 95	250 40	2643 89	20678 37	5560 66
Total . . . . .	196382 75	11341 18	356392 75	1433153 17	517484 57
CITIES.					
Belleville . . . . .	1318 50	55 95	14421 20	.....	593 41
Brantford . . . . .	1502 00	84 00	22315 53	.....	1698 12
Guelph . . . . .	1339 50	43 00	10924 41	.....	280 69
Hamilton . . . . .	4670 50	13 50	34636 21	.....	11828 41
Kingston . . . . .	1965 00	212 02	14142 03	.....	2161 40
London . . . . .	2690 00	7 65	21034 76	.....	6353 75
Ottawa . . . . .	3293 50	82 60	36697 43	.....	22124 29
St. Catharines . . . . .	1516 00	38 77	14078 12	.....	1259 69
Toronto . . . . .	9870 00	316 33	94207 00	.....	21879 41
Total . . . . .	28165 00	853 82	262456 69	.....	68179 17



## Schools of Ontario.

EXPENDITURE.						
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School-houses.	For Rent and Repairs, Collectors' fees, fuel and other expenses.	Total Expenditure for all Public School purposes.	Balance.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
22917 43	16314 63	354 10	1395 07	2440 02	20503 82	2413 61
20202 07	16129 55	46 80	758 11	1527 40	18461 86	1740 21
30346 35	21533 83	1145 98	2617 81	2534 80	27832 42	2513 93
16726 11	11879 47	327 00	1853 26	1842 44	15902 17	823 94
19307 36	12528 71	1133 01	1780 30	2146 77	17588 79	1718 57
54128 12	35723 40	684 95	5014 03	6010 31	47432 69	6695 43
30687 26	21109 36	187 20	3829 81	2789 12	27915 49	2771 77
52627 39	37201 37	503 54	2671 59	6072 66	46449 66	6177 73
43928 51	31117 02	565 64	2809 92	4366 59	38859 17	5069 34
50180 88	35051 41	424 07	4789 67	4879 88	45145 03	5035 85
41963 11	29123 86	133 00	3062 07	4588 90	36907 83	5055 28
39245 26	28868 33	266 20	728 08	4485 13	34347 74	4897 52
35853 93	26213 69	198 00	2612 30	2474 55	31498 54	4355 39
64359 15	47398 00	328 14	3215 96	6460 05	57402 15	6957 00
66880 81	38956 64	478 70	6944 85	10883 51	57263 70	9617 11
51288 30	37841 70	482 88	3475 04	4932 90	46732 52	4555 78
38593 31	24486 48	285 16	5265 11	5064 91	35101 66	3491 63
9995 97	7301 27	97 70	566 69	836 07	8801 73	1194 24
65141 44	41954 47	442 29	9419 83	6544 67	58361 26	6780 18
77430 99	52308 98	730 02	8582 05	8836 00	70457 05	6973 94
126634 96	77716 23	1375 00	13923 41	16199 11	109213 75	17421 21
44304 57	31382 76	247 26	3097 40	4579 96	39307 38	4997 19
109339 18	71923 75	1636 56	15536 16	10485 71	99582 18	9757 00
38587 20	27581 78	533 92	3295 00	4095 99	35506 69	3080 51
51185 16	32213 99	772 24	3916 56	6884 34	43787 13	7402 03
36308 30	25807 97	372 97	747 74	4857 90	31786 58	4521 72
49717 78	26827 45	482 85	4463 76	5453 33	37227 39	12490 39
61144 17	28999 03	709 08	7722 54	5734 13	43164 78	17979 39
45808 26	29747 69	266 44	5119 77	4118 96	39252 86	6555 40
52608 95	34044 93	582 43	2741 94	5438 50	42807 80	9801 15
86049 11	51384 69	904 78	15742 16	8299 95	76331 58	9717 53
72827 68	47961 67	712 59	2339 73	6018 15	57032 14	15795 54
100902 61	68741 55	807 03	8529 52	10483 74	88561 84	12340 77
96862 15	69498 08	957 51	8385 81	8789 65	87631 05	9231 10
69167 07	46094 75	829 36	4806 04	8809 52	60539 67	8627 40
107707 04	79623 23	989 08	7585 08	10068 56	98265 95	9441 09
99113 33	67333 90	941 69	11714 57	7978 73	87968 89	11144 44
123634 60	82906 83	1501 18	12206 04	12637 63	109251 68	14382 92
58048 36	40484 79	465 95	3531 21	6325 23	50807 18	7241 18
82268 96	47656 89	852 29	11146 08	11683 34	71338 60	10930 36
78873 91	51935 14	742 19	7940 96	8097 26	68715 55	10158 36
59463 05	31355 26	904 19	8537 73	7062 92	47860 10	11602 95
32394 27	15817 02	500 80	9338 98	4045 29	29702 09	2692 18
2514754 42	1660072 05	26901 77	243759 74	267370 58	2198604 14	316150 28
16389 06	11163 27	111 90	1379 69	3356 56	16011 42	377 64
25599 65	9955 82	229 50	.....	4541 39	14726 71	10872 94
12587 60	8191 01	138 92	.....	4242 36	12572 29	15 31
51148 62	31032 98	1168 69	5204 51	13478 90	50885 08	265 54
18480 45	9611 78	424 04	1750 84	5022 72	16809 38	1671 07
30086 16	16722 34	44 37	1374 00	7845 57	25986 28	4099 88
62197 82	22989 51	334 92	11450 71	11524 79	46299 93	15897 89
16892 58	10990 68	77 54	892 60	4318 38	16279 20	613 38
126272 74	82581 27	767 85	15632 87	20885 21	119867 20	6405 54
359654 68	203238 66	3297 73	37685 22	75215 88	319437 49	40217 19

TABLE A.—The Public

TOWNS.	RECEIPTS.				
	For Teachers' Salaries. (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries. (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Amherstburgh.....	315 50	8 88	4083 74	.....	4053 65
Barrie.....	608 00	9 55	5374 71	.....	359 40
Berlin.....	544 50	5 69	5354 44	.....	257 98
Bothwell.....	142 00	.....	1452 60	.....	1488 63
Bowmanville.....	457 00	.....	2000 00	.....	1780 68
Brampton.....	424 00	.....	2831 97	.....	277 80
Brockville.....	1018 50	15 00	6949 19	.....	79 70
Chatham.....	1023 00	.....	11859 05	.....	8275 91
Clifton.....	285 50	20 00	1700 00	.....	2636 35
Clinton.....	365 00	.....	3400 00	.....	105 29
Cobourg.....	728 50	11 08	4950 00	.....	782 76
Collingwood.....	577 00	.....	4939 98	.....	511 02
Cornwall.....	478 00	10 50	3431 00	.....	373 52
Dundas.....	510 00	.....	2691 92	.....	1636 19
Durham.....	135 00	.....	1700 00	.....	218 91
Galt.....	630 50	21 84	6868 64	.....	2721 51
Goderich.....	653 00	35 38	5400 50	.....	112 15
Harriston.....	191 00	18 00	2130 00	.....	68 33
Ingersoll.....	708 00	12 50	5254 77	.....	2563 77
Kincardine.....	493 00	44 48	5018 00	.....	1765 84
Lindsay.....	750 00	83 75	8157 69	.....	1747 90
Listowel.....	370 00	.....	3500 00	.....	74 70
Meaford.....	255 00	.....	2421 00	.....	389 90
Mitchell.....	334 00	17 34	2407 00	.....	2755 36
Milton.....	179 00	.....	1760 20	.....	1676 41
Mount Forest.....	248 00	.....	3484 55	.....	481 40
Napanee.....	428 00	5 00	3717 38	.....	270 61
Niagara.....	223 00	.....	1157 03	.....	865 21
Oakville.....	261 50	5 93	1585 62	.....	692 08
Orangeville.....	482 00	.....	1456 91	.....	2997 50
Orillia.....	360 00	.....	3200 00	.....	116 05
Oshawa.....	634 50	11 76	6026 97	.....	179 03
Owen Sound.....	633 50	.....	4884 95	.....	268 96
Palmerston.....	226 00	.....	1558 71	.....	2 33
Paris.....	420 50	.....	6042 52	.....	1308 26
Pembroke.....	344 50	24 00	5352 36	.....	213 43
Perth.....	383 00	11 13	2810 38	.....	1214 79
Peterborough.....	895 50	88 58	10852 51	.....	1499 34
Petrollea.....	466 00	.....	3400 00	.....	92 11
Pictou.....	399 50	.....	3727 35	.....	1084 89
Port Hope.....	778 00	5 00	5831 16	.....	363 99
Prescott.....	398 00	83 76	2628 25	.....	1127 61
Sandwich.....	172 00	20 00	2742 38	.....	957 54
Sarnia.....	546 00	10 98	5522 00	.....	117 19
Seaforth.....	312 00	.....	2200 00	.....	1979 17
Simcoe.....	423 00	.....	2827 62	.....	.....
St. Mary's.....	695 50	.....	3429 38	.....	1491 22
St. Thomas.....	886 50	19 00	5708 02	.....	1902 69
Stratford.....	1170 00	20 00	8593 14	.....	1495 92
Strathroy.....	482 00	5 50	4550 00	.....	254 78
Thorold.....	385 50	.....	3300 00	.....	1870 64
Tilsonburg.....	226 00	.....	1010 66	.....	1413 63
Walkerton.....	358 00	.....	5120 24	.....	847 21
Waterloo.....	268 00	45 00	3000 00	.....	198 31
Welland.....	367 00	18 75	1263 70	.....	1240 59
Whitby.....	406 00	7 00	4167 10	.....	119 52
Windsor.....	848 00	.....	8232 96	.....	250 43
Wingham.....	.....	.....	3099 74	.....	2806 91
Woodstock.....	715 00	.....	17100 00	.....	1951 99
Total.....	28017 00	695 38	255221 99	.....	68386 99

## Schools of Ontario.

EXPENDITURE.						
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School-houses.	For Rent and Repairs, Collectors' Fees, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balance.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
8461 77	3060 84	19 43	3727 77	839 19	7647 23	814 54
6351 66	5064 52	30 55	...	925 23	6020 30	331 36
6162 61	4677 50	51 66	146 00	1211 03	6086 19	76 42
3083 23	1400 00	6 00	...	298 39	1704 39	1378 84
4237 68	2750 00	...	...	925 85	3675 85	561 83
3533 77	2602 50	...	...	845 18	3447 68	86 09
8062 39	5796 00	33 00	...	1466 29	7295 29	767 10
21157 96	9190 50	...	250 00	5236 10	14676 60	6481 36
4641 85	2110 00	132 03	...	995 85	3237 88	1403 97
3870 29	3260 00	44 97	28 00	356 10	3689 07	181 22
6472 34	4770 19	91 08	517 25	855 94	6234 46	237 88
6028 00	4513 11	19 50	121 05	1068 56	5722 22	305 78
4293 02	2591 25	27 76	160 22	697 69	3476 92	816 10
4838 11	3185 46	2 00	...	1482 98	4670 44	167 67
2053 91	1250 00	...	544 00	259 91	2053 91	...
10242 49	5547 57	124 80	...	1434 87	7107 24	3135 25
6201 03	4285 00	105 38	439 00	1369 01	6198 39	2 64
2407 33	1995 00	46 00	...	339 23	2380 28	27 05
8539 04	4983 03	36 82	462 83	2313 38	7796 06	742 98
7321 32	3505 18	95 79	11 50	3509 71	7122 18	199 14
10739 34	7011 63	245 54	677 50	2090 66	10025 33	714 01
3944 70	2691 67	18 50	...	946 80	3656 97	287 73
3065 90	1798 35	...	...	431 92	2230 27	835 63
5513 70	3275 00	35 84	...	1886 07	5196 91	316 79
3615 61	1685 08	...	445 50	284 76	2415 34	1200 27
4213 95	2659 60	105 25	...	1230 34	3995 19	218 76
4420 99	3307 24	10 00	...	798 66	4115 90	305 09
2245 24	1506 67	52 81	...	363 54	1923 02	322 22
2545 13	1782 12	27 93	18 00	526 56	2354 61	190 52
4936 41	2273 42	...	57 33	2605 66	4936 41	...
3676 05	2812 50	...	...	777 98	3590 48	85 57
6852 26	4039 15	23 52	310 50	1196 75	5569 92	1282 34
5787 41	4063 00	...	...	1679 78	5742 78	44 63
1787 04	993 75	25 00	469 22	296 74	1784 71	2 33
7771 28	3496 50	...	...	2467 25	5963 75	1807 53
5934 29	3587 50	65 09	747 36	1146 99	5546 94	387 35
4419 30	2630 33	144 52	171 96	1292 21	4239 02	180 28
13335 93	7914 67	185 18	228 22	3935 09	12263 16	1072 77
3958 11	3080 00	...	...	837 94	3917 94	40 17
5211 74	3213 90	...	15 93	1171 39	4401 22	810 52
6978 15	6188 97	10 00	...	708 19	6907 16	70 99
4237 62	3157 56	167 52	...	912 54	4237 62	...
3891 92	2185 00	55 00	727 71	388 04	3355 75	536 17
6196 17	4396 67	103 73	...	1466 21	5966 61	229 56
4491 17	2411 00	...	...	450 00	2861 00	1630 17
3250 62	1969 04	20 00	565 62	695 96	3250 62	...
5616 10	3655 44	...	198 01	1242 37	5095 82	520 28
8516 21	4719 68	38 00	1129 00	1084 55	6971 23	1544 98
11279 06	7113 28	41 24	202 22	3890 78	11247 52	31 54
5292 28	3945 00	11 00	...	1015 06	4971 06	321 22
5556 14	2885 00	...	51 89	825 43	3762 32	1793 82
2650 29	1975 00	...	...	256 08	2231 08	419 21
6325 45	2849 65	...	568 83	2906 97	6325 45	...
3511 31	2585 00	95 00	...	455 20	3135 20	376 11
2890 04	2094 00	37 60	...	711 69	2843 29	46 75
4699 62	3785 00	20 00	...	894 62	4699 62	...
9331 39	6633 30	...	...	2456 00	9089 30	242 09
5906 65	1943 75	17 60	339 60	3605 70	5906 65	...
19766 99	4660 00	...	11248 67	2164 20	18072 87	1694 12
352321 36	209512 07	2422 64	24580 69	78527 22	315042 62	37278 74



TABLE A.—The Public

TOTALS.	RECEIPTS.				
	For Teachers' Salaries, (Legislative Grant.)	For Maps, Apparatus, Prizes and Libraries, (Legislative Grant.)	Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Counties, &c.....	196382 75	11341 18	356392 75	1433153 17	517484 57
Cities ... ..	28165 00	853 82	262456 69	.....	68179 17
Towns .. ..	28017 00	695 38	255221 99	.....	68386 99
Grand Total, 1879 .....	*252564 75	12890 38	874071 43	1433153 17	654050 73
do do 1878 .....	258538 83	15756 65	872354 61	1405686 80	694984 92
Increase .....	.....	.....	1716 82	27466 37	.....
Decrease .....	5974 08	2866 27	.....	.....	40934 19

\* Including \$200 for training of teachers at Model Schools.

NOTE. —All moneys reported in this, or any of the following tables, represent actual payments made between the 1st of January and the 31st of December.

## Schools of Ontario.

Total Receipts for all Public School purposes during 1879.	EXPENDITURE.					
	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and building School-houses.	For Rent and Repairs, Collectors' fees, fuel and other expenses.	Total Expenditure for all Public School purposes.	Balance.
\$ c. 2514754 42	\$ c. 1660072 05	\$ c. 26901 77	\$ c. 243759 74	\$ c. 267870 58	\$ c. 2198604 14	\$ c. 316150 28
359654 68	203238 66	3297 73	37685 22	75215 88	319437 49	40217 19
352321 36	209512 07	2422 64	24580 69	78527 22	315042 62	37278 74
3226730 46	2072822 78	32622 14	306025 65	421613 68	2833084 25	393646 21
3247321 81	2011207 97	42507 40	413392 85	422239 11	2889347 33	357974 48
.....	61614 81	.....	.....	.....	.....	35671 73
20591 35	.....	9885 26	107367 20	625 43	56263 08	.....

Tables A, B, C, D, E, include the statistics of Roman Catholic Separate Schools. These statistics are, however, given in detail in Table F.

II.—TABLE B.—The Public

COUNTIES. (Including Incorporated Vil- lages, but not Cities or Towns.)	School Population between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
Glengarry .....	5240	13	4969	238	5	5225	2779
Stormont .....	4845	26	4561	161	8	4756	2512
Dundas .....	5584	13	5402	239	16	5670	3016
Prescott .....	4351	34	3680	90	4	3808	1977
Russell .....	5160	19	3978	112	7	4116	2141
Carleton .....	9716	31	8919	380	19	9349	4998
Grenville .....	5302	9	5131	218	7	5365	2859
Leeds .....	8123	18	7959	421	16	8414	4448
Lanark .....	8000	31	7737	194	15	7977	4208
Renfrew .....	8475	36	8192	264	19	8511	4529
Frontenac .....	7330	19	7134	202	3	7358	3810
Lennox and Addington .....	6081	19	6010	248	7	6284	3267
Prince Edward .....	4400	15	4315	358	9	4697	2565
Hastings .....	11518	45	10460	483	30	11018	5935
Northumberland .....	8883	20	8601	372	15	9008	4910
Durham .....	7167	33	7144	389	21	7587	4226
Peterborough .....	5853	41	5362	184	10	5597	2971
Haliburton .....	1503	27	1271	42	....	1340	706
Victoria .....	10253	30	9362	371	11	9774	5165
Ontario .....	11840	15	11060	603	35	11713	6428
York .....	16941	37	16735	790	28	17590	9476
Peel .....	6236	18	6190	308	16	6532	3464
Simcoe .....	17698	42	17106	691	16	17855	9607
Halton .....	5100	10	5067	292	9	5378	2967
Wentworth .....	6800	23	6674	317	22	7036	3930
Brant .....	4956	15	4749	223	8	4995	2751
Lincoln .....	5156	12	5072	222	6	5312	2834
Welland .....	5974	8	5913	257	10	6188	3282
Halldimand .....	6679	23	6542	323	9	6897	3630
Norfolk .....	8700	21	8665	496	22	9204	5001
Oxford .....	9840	14	9741	537	5	10297	5629
Waterloo .....	8733	11	8436	223	9	8679	4810
Wellington .....	16305	39	16098	739	41	16917	9204
Grey .....	19001	88	18445	949	46	19528	10603
Perth .....	10836	33	10396	297	7	10733	5747
Huron .....	19217	62	18930	661	31	19684	10612
Bruce .....	17606	86	16946	787	34	17853	9644
Middlesex .....	17166	28	16978	721	15	17742	9534
Elgin .....	8800	34	8718	504	20	9276	4942
Kent .....	11356	12	11202	543	23	11780	6278
Lambton .....	12622	43	11355	346	9	11753	6157
Essex .....	9279	21	8458	208	16	8703	4507
Districts .....	3844	16	3445	100	3	3564	1862
Total .....	388469	1190	373108	16103	662	391063	209921
CITIES.							
Belleville .....	2610	....	2421	5	....	2426	1174
Brantford .....	2857	....	2225	7	....	2232	1155
Guelph .....	2431	....	2073	14	2	2089	1065
Hamilton .....	7950	6	7251	40	6	7303	3781
Kingston .....	4600	....	3839	33	2	3874	1934
London .....	4600	....	4557	16	1	4574	2340
Ottawa .....	6500	12	5634	117	11	5774	3173
St. Catharines .....	2815	1	2435	24	2	2462	1242
Toronto .....	17500	5	15065	67	....	15137	7668
Total .....	51863	24	45500	323	24	45871	23532



## Schools of Ontario.

## THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
2446	565	1056	1453	1089	821	241	762	2127
2244	526	979	1346	939	757	209	185	1919
2654	583	930	1428	1281	1138	310	583	2743
1831	441	662	1000	796	753	156	646	1856
1975	507	814	1125	808	682	180	669	1689
4351	816	1609	2420	1988	1875	641	569	3864
2506	522	939	1382	1208	1017	297	180	2416
3966	754	1457	2158	1875	1712	458	358	3648
3769	742	1276	1810	1700	1683	766	274	3590
3982	1029	1580	2304	1698	1500	400	626	3366
3548	1011	1586	2048	1333	1174	206	1222	2860
3017	688	1173	1709	1266	1125	323	320	2616
2132	372	788	1111	1056	1014	356	253	2184
5083	1271	2103	2812	2292	2026	514	674	4768
4098	800	1707	2283	1934	1800	484	473	4084
3361	772	1488	2115	1568	1308	336	318	3070
2626	617	1103	1493	1182	1068	134	807	2371
634	274	320	382	184	119	61	187	435
4609	1255	1980	2618	1918	1668	335	950	3976
5285	1103	2251	3071	2493	2283	512	284	4699
8114	1519	3047	4557	3663	3775	1029	680	7390
3068	605	1276	1694	1461	1301	195	341	2493
8248	1962	3691	4818	3747	2979	658	797	*7244
2411	487	963	1410	1052	1292	174	555	2409
3106	666	1291	1952	1459	1390	278	240	3054
2244	381	795	1299	1252	1025	243	169	*2271
2478	484	945	1435	1093	1145	210	362	2426
2906	613	1015	1658	1371	1183	348	169	2724
3267	615	1302	1685	1471	1427	397	706	3035
4203	1062	1820	2501	1932	1587	302	363	3676
4668	795	1756	2596	2331	2198	621	339	4778
3869	508	1169	2116	1865	2400	621	339	4442
7713	1597	3337	4590	3654	3095	644	1455	4069
8925	2546	4844	5337	3635	2536	630	1687	6967
4986	686	1662	2830	2494	2608	453	271	5171
9072	1620	3339	5205	4385	4193	942	1088	8971
8209	1768	3431	4671	3832	3421	730	2002	7471
8208	1313	2941	4238	3927	4349	974	728	9030
4334	841	1564	2328	2092	1971	480	95	4018
5502	1225	2275	3189	2586	2076	429	1390	4862
5596	1168	2111	2896	2483	2592	503	924	5288
4196	1003	1819	2390	1850	1379	262	812	3447
1702	636	848	941	617	404	118	554	1378
181142	38748	73042	102404	82860	75869	18140	26406	164895
1225	182	334	572	445	831	62	....	1270
1077	110	281	444	552	744	101	....	1369
1024	81	253	500	513	701	41	....	1124
3522	358	845	1601	1498	2759	242	....	4541
1940	227	502	1238	983	867	57	....	1985
2234	364	682	1608	969	1497	54	....	2536
2601	315	670	1543	1200	1618	428	....	3161
1220	166	321	517	533	836	89	92	1367
7469	765	1637	2868	2603	5615	1649	....	9418
22339	2568	5525	10291	9296	15468	2723	92	26771

\* The average attendance of Simcoe in 1878 was 7296, not 3731, as erroneously published; of Brant 2255, not 4510.

TABLE B.—The Public

TOWNS.	School population, between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
Amherstburgh.....	708	1	648	9	1	659	351
Barrie.....	1300	...	882	278	...	1160	583
Berlin.....	1163	...	881	1	...	882	454
Bothwell.....	272	...	271	6	1	278	137
Bowmanville...	840	...	723	...	...	723	379
Brampton.....	889	...	717	5	...	722	379
Brockville.....	1659	...	1509	6	...	1515	758
Chatham.....	2000	...	1964	2	...	1966	983
Clifton.....	568	...	498	7	...	505	252
Clinton.....	680	1	675	1	...	677	330
Cobourg.....	1400	...	1173	8	1	1182	592
Collingwood..	1118	...	1085	11	5	1101	594
Cornwall.....	900	...	884	16	1	901	491
Dundas.....	950	...	880	8	...	888	479
Durham.....	305	...	245	9	...	254	131
Galt.....	1200	1	1073	...	...	1074	553
Goderich.....	1255	2	1069	9	2	1082	586
Harriston.....	500	...	464	6	...	470	230
Ingersoll.....	1100	...	1034	6	...	1040	547
Kincardine.....	1000	...	964	6	...	970	462
Lindsay.....	1600	...	1442	27	1	1470	729
Listowel.....	638	...	620	...	...	620	320
Meaford.....	500	...	471	...	...	471	223
Mitchell.....	713	...	670	1	...	671	314
Milton.....	398	4	380	11	...	395	211
Mount Forest..	650	...	576	11	...	587	309
Napanee.....	900	...	898	4	1	903	483
Niagara.....	331	...	308	5	1	314	166
Oakville.....	550	...	465	3	...	468	234
Orangeville...	720	...	640	10	...	650	335
Orillia.....	1000	...	814	7	...	821	452
Oshawa.....	1100	...	1032	11	...	1043	501
Owen Sound....	1200	10	1142	9	2	1163	572
Palmerston....	426	...	388	8	4	400	195
Paris.....	900	...	731	11	...	742	432
Pembroke.....	700	...	663	8	...	671	337
Perth.....	720	...	606	3	...	609	302
Peterborough..	2000	1	1953	6	1	1961	1016
Petrollea.....	964	...	872	9	1	882	468
Pictou.....	800	5	684	24	3	716	372
Port Hope.....	1332	...	1186	14	...	1200	588
Prescott.....	800	...	734	7	...	741	386
Sandwich.....	287	...	250	16	...	266	123
Sarnia.....	1100	...	1082	11	...	1093	565
Seaforth.....	620	...	593	10	...	603	279
Simcoe.....	530	...	521	3	...	524	296
St. Mary's.....	1100	...	970	3	...	973	478
St. Thomas....	1550	...	1518	21	3	1542	776
Stratford.....	1900	6	1863	6	...	1875	971
Strathroy.....	1000	...	935	10	...	945	481
Thorold.....	750	...	684	10	...	694	333
Tilsonburg....	540	...	516	3	...	519	265
Walkerton....	693	...	608	5	...	613	323
Waterloo.....	553	...	511	3	...	514	268
Welland.....	570	5	480	10	...	495	227
Whitby.....	950	...	858	16	...	874	484
Wingham.....	570	5	560	42	2	609	305
Windsor.....	1430	...	1317	13	1	1331	644
Woodstock....	1200	...	1057	4	...	1061	569
Total.....	54092	41	49237	769	31	50078	25603

## Schools of Ontario.

## THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
308	36	68	102	127	127	99	.....	387
577	36	110	157	399	363	95	.....	680
428	44	69	162	197	369	41	..... 25	493
141	37	33	70	53	69	16	..... 9	130
344	27	68	127	155	322	24	.....	447
343	48	77	135	147	310	5	.....	386
757	91	159	314	249	641	61	..... 27	896
983	162	313	576	423	451	41	..... 14	1035
253	25	73	75	92	157	83	..... 36	306
347	42	93	176	172	145	49	.....	369
590	65	130	305	272	378	32	.....	655
507	100	175	281	194	228	23	.....	492
410	116	161	230	173	201	20	.....	412
409	70	114	188	188	282	46	..... 42	467
123	13	24	34	31	112	40	..... 18	151
521	71	103	200	183	435	82	..... 50	649
496	48	112	194	226	403	99	.....	642
240	25	66	84	108	174	13	.....	259
493	72	120	217	231	365	35	.....	596
508	45	154	300	278	185	8	.....	437
741	74	126	242	316	564	148	.....	886
300	32	108	148	152	145	35	..... 4	385
248	52	54	125	110	100	30	.....	218
357	34	44	115	172	273	33	..... 3	429
184	47	38	72	88	121	29	..... 33	198
278	48	53	119	148	204	15	..... 46	319
410	93	128	194	211	271	6	.....	402
148	24	45	68	72	79	26	..... 29	132
234	27	48	107	117	167	2	..... 36	254
315	62	102	170	121	108	87	..... 132	321
369	71	139	190	184	197	40	.....	364
542	74	96	222	230	371	50	.....	590
591	63	128	227	264	401	80	.....	666
205	31	73	93	83	88	32	..... 26	187
310	57	97	160	164	218	46	.....	479
334	22	54	139	184	231	41	..... 10	402
307	16	45	88	128	196	136	.....	417
945	171	248	461	431	643	7	.....	923
414	48	115	216	184	278	41	.....	472
344	21	62	140	146	238	109	.....	436
612	48	127	264	254	498	9	..... 32	726
355	36	84	124	123	304	70	..... 7	467
143	12	44	89	54	66	1	..... 1	139
538	75	151	205	245	387	30	..... 74	567
324	38	56	110	130	222	47	.....	349
228	43	85	99	98	174	25	.....	276
495	96	132	275	292	154	24	..... 16	556
766	97	194	417	375	459	.....	..... 89	866
904	119	207	380	457	612	100	.....	1107
464	67	113	183	159	376	47	.....	596
361	30	88	157	155	251	13	.....	393
254	9	63	112	102	171	62	.....	258
290	48	86	146	120	166	47	.....	305
246	37	31	101	92	236	17	.....	315
268	16	55	166	239	19	.....	..... 152	259
390	52	105	195	205	249	68	.....	489
304	52	69	95	133	184	76	.....	340
687	100	158	245	314	451	63	.....	799
492	49	127	200	235	402	48	.....	600
24475	3264	6200	10786	11185	15991	2652	911	27776



TABLE B.—The Public

TOTALS.	School Population between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.
Counties, &c. ....	388469	1190	373108	16103	662	391063	209921
Cities .....	51863	24	45500	323	24	45871	23532
Towns .....	54092	41	49237	769	31	50078	25603
Grand Total, 1879 .....	494424	1255	467845	17195	717	487012	259056
Do. 1878 .....	492360	1358	467433	19369	855	489015	260400
Increase.....	2064	.....	412	.....	.....	.....	.....
Decrease .....	.....	103	.....	2174	138	2003	1344

## Schools of Ontario.

## THE PUBLIC SCHOOLS.

Girls.	NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.
	Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.		
181142 22339 24475	38748 2568 3264	73042 5525 6200	102404 10291 10786	82860 9296 11185	75869 15468 15991	18140 2723 2652	26406 92 911	164895 26771 27776
227956 228615	44580 42096	84767 87634	123481 121042	103341 106550	107328 107977	23515 23716	27409 27415	219442 224588
..... 659	2484 .....	..... 2867	2439 .....	..... 3209	..... 649	..... 201	..... 6	..... 5146

## III.—TABLE C.—The Public

## NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	READING.						Spelling and Dicta- tion.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Glengarry .....	1615	1052	1337	1079	142	.....	5225	3947	4010	2885
Stormont .....	1503	947	1075	972	259	.....	3402	3337	3324	2167
Dundas .....	1630	1141	1419	1271	209	.....	4257	4276	4419	2807
Prescott .....	1415	1019	895	466	13	.....	3220	2869	3176	1214
Russell .....	1878	927	778	436	97	.....	2117	2525	2628	1322
Carleton .....	2489	2069	2448	1590	727	26	5843	7151	6891	4059
Grenville .....	1511	1084	1450	1058	242	20	4159	4188	4317	2620
Leeds .....	2363	1776	2374	1742	159	.....	6595	6449	6690	5457
Lanark .....	2271	1952	2242	1306	206	.....	6063	6217	6651	4849
Renfrew .....	3086	1981	2097	1177	154	16	5608	6008	6250	3982
Frontenac .....	2566	1856	2073	809	54	.....	5920	5968	5936	4514
Lennox and Addington .....	1806	1381	1953	1091	45	8	5236	6156	5447	4049
Prince Edward .....	1146	917	1303	1072	252	7	3871	3834	4013	3354
Hastings .....	4527	2775	2620	882	209	5	9113	9619	9755	6751
Northumberland .....	2646	2328	2481	1313	240	.....	7363	7375	8026	6148
Durham .....	2279	1732	2151	1183	229	13	5797	5222	5376	4022
Peterborough .....	2025	1400	1499	630	43	.....	4316	4721	4796	4318
Haliburton .....	510	377	305	144	4	.....	1108	1036	1059	773
Victoria .....	3076	2201	2775	1481	230	11	6971	7854	7944	5913
Ontario .....	3264	2344	3320	2391	385	9	18737	9507	9710	6612
York .....	5327	3688	4908	2996	653	18	15098	14636	14945	9386
Peel .....	2480	1459	1647	887	47	12	5437	5639	5700	3582
Simcoe .....	6057	4502	4750	2399	145	2	12255	13099	13519	9495
Halton .....	1963	1311	1582	517	5	.....	5318	5323	5264	3191
Wentworth .....	1865	1524	2031	1315	288	13	5834	5802	6171	4167
Brant .....	1400	1037	1388	901	269	.....	4995	4995	4995	4995
Lincoln .....	1464	1134	1564	967	183	.....	4140	4203	4078	2971
Welland .....	1660	1210	1566	1241	503	8	5050	5213	5277	3963
Haldimand .....	1979	1580	1805	1211	317	5	5673	5350	5578	4553
Norfolk .....	2414	1925	2481	1685	689	10	5034	7028	7254	3914
Oxford .....	3174	2342	2928	1560	286	7	8671	8099	9286	6518
Waterloo .....	2752	2012	2799	679	289	148	7252	8075	8234	5913
Wellington .....	5143	3774	4601	2788	601	10	13319	13595	14621	9728
Grey .....	5997	4717	5383	3062	369	.....	13283	15677	14724	10875
Perth .....	2924	2397	3413	1462	417	120	8685	9022	9421	6236
Huron .....	6409	4235	5705	2592	692	51	16668	17797	18557	13382
Bruce .....	6216	4491	4733	2096	305	12	14610	14510	15611	10411
Middlesex .....	5123	4490	4769	2749	590	21	13654	14381	15410	9545
Elgin .....	1809	1926	2231	2269	1023	18	6883	6850	7387	4628
Kent .....	4016	2734	2924	1653	445	8	9078	9647	10133	7266
Lambton .....	4052	2841	3077	1620	163	.....	9322	9056	10460	7274
Essex .....	4027	1995	1732	889	57	3	7408	7459	7841	5322
Districts .....	1386	1061	820	278	19	.....	2585	2893	2745	1869
Total .....	123243	89644	105432	59909	12254	581	314573	316608	327629	227000
CITIES.										
Belleville .....	928	496	663	339	.....	.....	1571	2232	2237	1608
Brantford .....	705	434	675	261	157	.....	2180	2013	2013	1961
Guelph .....	634	399	551	490	15	.....	1800	1677	1884	1364
Hamilton .....	2783	1324	1887	1130	179	.....	7113	6191	7239	6446
Kingston .....	1181	708	908	648	293	136	2616	3309	3496	2673
London .....	1493	846	1534	625	76	.....	3998	3709	4285	2990
Ottawa .....	1905	988	1587	841	453	.....	4940	5067	5291	2636
St. Catharines .....	636	438	718	543	115	12	1654	1855	2372	1699
Toronto .....	5734	3576	3200	1738	717	172	13407	12770	13692	13128
Total .....	15999	9209	11723	6615	2005	320	39279	38823	42509	34555



## Schools of Ontario.

## DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
1032	895	3085	2479	642	652	65	123	75	84	1			67	
478	540	438	1820	282	478	190	4	111	85	1			46	
273	224	749	2480	688	919	105	84	114	88				57	
193	119	351	1167	287	323	75	75		7				14	78
403	202	838	1240	280	245	31	13	84	97				36	182
1120	1224	1768	3631	528	1062	154	75	321	262	41	18	129	174	353
617	593	725	2268	445	676	113	77	158	167	16	17	4	86	152
1006	574	964	3829	1339	1504	690	344	182	151	6	9		74	60
1394	1103	1695	3841	534	1066	97	136	99	117				54	81
926	1141	978	3363	514	953	62	11	151	162	3	5	58	69	638
1598	1645	1969	2877	704	642	45	16	137	89	1	1	148	93	299
2443	1498	1722	2793	441	646	44	252	101	82	28	9	16	149	858
2401	577	2082	2656	930	1081	134	428	236	160	10	12	6	110	239
2585	2873	5171	3606	1155	798	270	350	243	186	29	20	46	121	2073
1679	1010	2328	4371	947	1235	164	241	303	258	41	27		222	1295
450	1226	949	3513	377	978	84	178	317	235	20	31		180	659
1248	709	720	3064	320	445	51		51	53				10	475
88	366	336	535	46	107	25	27	31	32			5	7	187
3567	4530	2078	4273	505	1105	223	341	294	243	21	14	26	106	2991
2310	2545	4162	5196	1394	1627	142	166	365	323	38	23		211	712
8985	7947	7888	8105	1856	2741	403	1179	435	419	166	36	344	393	2104
3523	1360	2574	2395	648	741	61	135	93	134	32	29	4	90	132
3196	3063	4345	7344	1848	2092	564	369	376	402	44	37	41	141	992
3855	1389	3630	2398	986	563	12	253	98	97	7			37	200
1469	1909	1051	3287	582	976	504	165	242	245	12	18	12	194	473
1357	1736	1302	2623	1110	1119	140	302	276	272	7	16		163	404
392	400	446	2347	275	703	19	76	133	103	20	7		138	137
1215	1786	1986	3187	652	987	154	406	188	161	94	18	66	274	806
1673	890	2459	3311	406	1361	93	229	223	180	8	10		97	307
1316	1284	665	3400	278	1071	69	188	210	186	12	10	12	353	254
2748	2192	3044	4912	959	1391	173	635	496	496	8	19	20	363	1094
4820	5767	4799	4206	1277	1047	115	624	309	363	2	40	115	205	1092
3817	5181	4263	7895	2339	2548	369	666	512	606	113	47	20	317	1468
5855	4754	5357	7920	2824	2554	469	787	393	420	189	28	16	274	1204
2537	3482	3902	5085	2134	1621	411	363	515	562	38	37	4	106	677
11167	9539	10578	9500	5833	3152	247	3724	835	972	110	57	84	411	4145
4730	4686	6773	7295	3641	1893	173	625	389	356	8	76	85	176	1862
6768	5848	6459	8003	3114	2667	407	1452	487	506	139	50		305	4194
1367	1087	3635	4202	895	1593	163	189	339	254	20	36	32	272	356
4760	3612	3945	5072	957	1430	195	420	348	423	54	23		314	1337
2341	2956	3988	4939	3151	1478	98	497	300	238	5	12		155	1953
2738	2483	4821	2826	1414	725	119	169	70	72	4	3	61	30	1333
1111	1277	1885	1340	341	200	180	196	49	27	16	16	28	18	464
107551	98222	122903	170594	49878	51195	7902	16590	10689	10375	1364	811	1382	6712	38320
1876	2017	1738	1060	623	337	45		15	13					1926
1666	2049	1523	1063	415	490		184	190	134	96			190	1147
1695	1796	900	1026	300	450	113		11	23				38	685
4129	5464	3671	3314	1268	1387	296	3049	249	172		71	105	148	144
2620	2078	1775	1946	807	753	224	300	352	352		188	1430	180	427
1133	3597	609	2292	588	864			50	438				44	1475
3934	4919	3279	2955	1206	570	423	494	411	498		72	2441	524	
1859	2425	1447	1364	661	559	114	353	38	298			269	200	1765
12521	14464	9895	9494	2569	1949	1420	5312	1439	1460		882	2688	1324	5504
31433	38809	24837	24514	8377	7359	2635	9692	2755	3388	96	1213	7033	2648	13073

TABLE C.—The Public

## NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.					
Amherstburgh .....	246	144	132	105	32	.....	542	415	609	393	72
Barrie .....	341	350	306	163	.....	.....	1004	990	1099	759	.....
Berlin .....	273	236	254	84	27	8	760	782	882	506	817
Bothwell.....	105	60	82	19	12	.....	.....	778	278	172	172
Bowmanville .....	286	142	175	120	.....	.....	723	386	723	322	.....
Brampton .....	286	177	179	80	.....	.....	513	597	597	436	476
Brockville .....	453	337	352	259	57	57	1388	1388	1388	1005	30
Chatham.....	698	580	340	232	116	.....	1386	1548	1842	1190	1268
Clifton.....	165	112	112	91	25	.....	505	452	448	297	384
Clinton.....	266	147	128	77	59	.....	411	411	677	336	.....
Cobourg .....	345	363	275	125	49	25	1049	965	1039	734	336
Collingwood .....	434	219	326	122	.....	.....	1054	937	1081	720	716
Cornwall .....	394	175	169	75	88	.....	663	674	720	573	661
Dundas .....	265	199	202	179	43	.....	888	888	888	838	299
Durham .....	45	63	67	43	36	.....	254	254	254	209	254
Galt .....	349	163	372	111	79	.....	1020	862	1026	716	890
Goderich.....	351	307	268	147	9	.....	1082	1082	1082	1049	610
Harriston .....	124	84	188	54	20	.....	430	430	430	262	42
Ingersoll .....	379	161	304	182	14	.....	767	1040	1040	671	445
Kincardine.....	353	257	189	171	.....	.....	945	837	970	617	617
Lindsay.....	373	314	391	325	67	.....	1241	1092	1213	1044	140
Listowel .....	182	187	180	71	.....	.....	438	438	438	438	251
Meaford .....	106	69	162	91	43	.....	175	300	460	300	150
Mitchell .....	201	241	116	113	.....	.....	550	550	550	282	308
Milton .....	170	81	114	19	11	.....	395	395	395	224	395
Mount Forest .....	235	95	168	80	9	.....	572	357	577	352	549
Napanee .....	260	226	235	77	105	.....	903	903	903	417	433
Niagara .....	106	44	105	52	7	.....	314	223	223	195	.....
Oakville .....	136	140	125	67	.....	.....	457	457	457	245	202
Orangeville .....	202	113	265	70	.....	.....	650	600	600	335	315
Orillia .....	400	217	134	63	7	.....	756	620	756	253	253
Oshawa .....	347	232	343	121	.....	.....	1003	931	969	663	757
Owen Sound.....	328	211	387	237	.....	.....	1040	837	1040	824	200
Palmerston .....	146	83	114	37	16	4	254	254	300	254	400
Paris .....	213	196	145	183	5	.....	842	842	842	806	126
Pembroke .....	298	127	169	75	2	.....	583	671	671	367	307
Perth .....	154	132	147	176	.....	.....	511	402	557	381	146
Peterborough .....	690	390	459	406	16	.....	1753	1765	1789	1412	1400
Petrollea .....	430	147	153	80	72	.....	579	579	882	477	.....
Pictou .....	196	147	237	97	39	.....	663	458	693	610	458
Port Hope .....	406	210	278	210	46	50	1200	1200	1200	785	429
Prescott .....	240	140	189	172	.....	.....	646	662	662	525	470
Sandwich .....	85	51	58	43	29	.....	266	266	266	170	25
Sarnia .....	306	307	259	186	35	.....	872	1073	1088	851	.....
Seaforth .....	175	130	155	143	.....	.....	603	603	570	386	583
Simcoe .....	160	145	135	84	.....	.....	364	364	524	264	364
St. Mary's .....	294	142	287	250	.....	.....	957	957	943	649	567
St. Thomas .....	628	348	316	250	.....	.....	1467	1246	1542	9-7	457
Stratford .....	613	379	610	273	.....	.....	1767	1767	1734	1637	.....
Strathroy .....	338	253	202	152	.....	.....	945	607	945	354	945
Thorold .....	202	105	175	128	84	.....	664	609	600	387	132
Tilsonburg .....	229	83	138	40	29	.....	519	519	519	449	229
Walkerton .....	159	167	140	147	.....	.....	613	613	613	409	613
Waterloo .....	149	113	134	74	34	10	514	514	514	365	514
Welland .....	118	96	194	87	.....	.....	377	377	450	281	.....
Whitby .....	261	173	216	224	.....	.....	635	841	849	511	546
Wingham .....	151	135	185	109	29	.....	533	533	609	458	458
Windsor .....	385	325	353	256	12	.....	1236	1207	1242	1028	197
Woodstock .....	389	270	265	137	.....	.....	1061	1061	1061	576	280
Total .....	16619	11240	12858	7844	1363	154	44307	42909	47319	32850	21688

## Schools of Ontario.

## DIFFERENT BRANCHES OF INSTRUCTION.

Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
282	301	269	110	100	.....	.....	15	24	14	16	154	17	74
133	440	552	166	160	.....	.....	12	12	1	.....	34	18	.....
535	750	373	142	143	.....	10	74	10	.....	.....	73	.....	.....
.....	.....	172	.....	31	.....	.....	12	9	.....	.....	.....	5	.....
723	337	247	40	64	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	642	259	36	80	.....	80	.....	.....	.....	.....	.....	.....	.....
.....	.....	603	269	257	72	.....	50	5	.....	.....	55	58	40
1657	1635	730	331	235	50	31	100	82	13	31	40	42	572
429	364	189	86	76	.....	.....	27	17	.....	3	153	25	364
541	345	264	77	59	.....	.....	38	2	.....	.....	.....	16	.....
503	516	577	346	307	100	87	94	35	87	27	.....	97	620
963	800	493	.....	54	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	283	338	101	126	105	44	72	83	.....	.....	.....	44	.....
318	224	395	40	184	.....	.....	.....	.....	.....	.....	.....	.....	259
175	175	146	79	79	36	.....	36	36	.....	15	.....	36	146
1026	318	491	219	179	47	137	77	48	71	71	.....	5	.....
1025	601	448	116	137	.....	130	6	.....	.....	.....	.....	.....	473
.....	42	262	.....	74	.....	.....	20	20	.....	.....	.....	.....	243
71	414	510	75	183	21	64	11	11	.....	.....	.....	.....	.....
514	610	360	100	171	.....	.....	.....	.....	.....	.....	.....	.....	.....
1214	184	809	134	257	94	30	51	140	18	18	20	72	20
100	182	251	.....	71	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	100	235	.....	73	.....	120	25	25	1	10	.....	80	.....
.....	229	308	56	103	.....	.....	.....	.....	.....	.....	.....	.....	.....
395	365	143	39	30	.....	63	11	15	.....	8	.....	8	100
532	470	243	244	84	.....	.....	9	9	.....	.....	.....	5	152
903	506	387	76	182	.....	.....	.....	.....	.....	.....	.....	10	721
270	.....	164	.....	59	.....	.....	8	5	.....	.....	.....	.....	.....
174	388	150	10	39	.....	.....	2	.....	.....	.....	.....	.....	.....
315	315	335	30	70	.....	.....	.....	.....	.....	.....	.....	.....	.....
253	.....	63	.....	63	63	.....	.....	63	.....	.....	.....	.....	.....
825	528	563	50	77	.....	.....	12	.....	.....	.....	.....	.....	.....
717	200	624	34	202	.....	.....	.....	.....	.....	.....	.....	.....	.....
146	230	161	87	57	.....	.....	20	20	.....	.....	.....	.....	167
126	471	453	182	213	5	126	.....	.....	.....	.....	25	5	424
323	482	309	141	110	.....	.....	2	2	.....	.....	.....	4	525
205	309	325	71	97	.....	.....	.....	.....	.....	.....	.....	174	2
380	1574	1091	464	354	20	.....	24	28	.....	20	133	25	556
618	.....	305	72	152	.....	.....	72	30	.....	.....	.....	.....	.....
70	413	346	239	240	24	19	23	22	.....	.....	.....	21	.....
.....	.....	584	.....	164	.....	.....	96	50	.....	.....	.....	164	.....
470	347	391	215	229	.....	95	.....	.....	.....	.....	161	6	470
25	266	170	55	29	29	.....	17	17	.....	.....	54	.....	61
1055	437	515	67	159	.....	.....	9	16	.....	15	.....	12	208
603	460	298	76	71	.....	.....	.....	.....	.....	.....	.....	.....	175
.....	.....	264	84	84	84	.....	.....	.....	.....	.....	.....	.....	.....
134	696	517	103	167	.....	.....	.....	.....	.....	.....	.....	.....	.....
423	1019	958	190	222	.....	.....	.....	.....	.....	.....	.....	.....	.....
759	1733	834	197	316	56	90	.....	237	.....	.....	.....	.....	340
945	.....	354	.....	64	.....	.....	.....	.....	.....	.....	.....	.....	.....
246	121	344	64	95	38	.....	26	7	.....	.....	27	38	.....
312	312	290	69	69	.....	29	29	29	.....	.....	.....	29	.....
86	409	319	228	147	147	.....	.....	.....	.....	.....	.....	.....	.....
514	396	252	.....	118	.....	118	44	44	.....	.....	.....	44	.....
.....	214	271	87	87	.....	.....	.....	.....	.....	.....	.....	20	.....
718	466	436	37	98	.....	.....	.....	.....	.....	.....	.....	.....	.....
549	549	400	138	138	.....	138	69	69	.....	1	.....	.....	69
415	871	643	258	348	2	153	11	11	.....	.....	215	.....	333
160	1013	362	235	137	.....	.....	.....	137	.....	.....	.....	.....	.....
23875	25052	23145	6365	7984	993	1564	1204	1370	205	235	1144	1080	7114



TABLE C.—The Public

## NUMBER OF PUPILS IN THE

TOTALS.	READING.						Spelling and Dicta- tion.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Counties, &c. ....	123243	89644	105432	59909	12254	581	314573	316608	327629	227000
Cities. ....	15999	9209	11723	6615	2005	320	39279	38823	42509	34555
Towns. ....	16619	11240	12858	7844	1363	154	44307	42909	47319	32850
Grand Total, 1879. . .	155861	110093	130013	74368	15622	1055	398159	398340	417457	294405
do 1878. . .	151474	111360	132144	74729	17891	1417	390505	400750	411216	301401
Increase. ....	4387	.....	.....	.....	.....	.....	7654	.....	6241	.....
Decrease. ....	.....	1267	2131	361	2269	362	.....	2410	.....	6996

## Schools of Ontario.

## DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy. (Girls only.)	Book-keeping.	Drill & Calisthenics.
107551	98222	122903	170594	49878	51195	7902	16590	10689	10375	1364	811	1382	6712	38320
31433	38809	24837	24514	8377	7359	2635	9692	2755	3388	96	1213	7083	2648	13073
21688	23875	25052	23145	6365	7984	993	1564	1204	1370	205	235	1144	1080	7114
160672	160906	172792	218253	64620	66538	11530	27846	14648	15133	1665	2259	9609	10440	58507
161368	167890	163212	219940	54912	63429	11046	30467	13654	13589	1902	2853	6034	11597	39413
... ..	...	9580	...	9708	3109	484	...	994	1544	...	...	3575	...	19094
696	6984	...	1687	...	...	...	2621	...	...	237	594	...	1157	...

## IV.—TABLE D.—The Public

## PUBLIC SCHOOL

TOTALS.	TOTAL.			ANNUAL		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Male Teacher without board.
Counties, &c. ....	5374	2893	2481	900	135	383
Cities .....	593	115	478	1000	250	662
Towns .....	629	145	484	1000	200	616
Grand Total, 1879 .....	6596	3153	3443	1000	135	552
do. 1878 .....	6473	3060	3413	1200	125	544
Increase.....	123	93	30	.... 200	10 ....	8 ....
Decrease .....	.....	.....	.....	.....	.....	.....



## Schools of Ontario.

## TEACHERS.

SALARIES.		CERTIFICATES.						
Female Teacher without board.	Number of Teachers who have attended N. S. Toronto or Ottawa.	Total holding Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	New County Board 3rd Class.	Interim Certificates.
249	947	5374	102	1252	220	105	3342	353
296	262	593	92	250	27	10	212	2
270	165	629	59	199	60	10	282	19
276	1374	6596	253	1601	307	125	3836	474
280	1133	6473	210	1409	328	142	3904	480
.... 4	241 ....	123 ....	43 ....	192 ....	.... 21	.... 17	.... 68	.... 6

V.—TABLE E.—The Public

TOTALS.	SCHOOLS.			SCHOOL-HOUSES.			TITLE.			
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Block.	Stone.	Frame or Concrete.	Lo.	Total.	Firehold.	Boxes.
Cities, Ac.	437	174	12	1425	467	2246	693	4926	4641	187
Towns	127	179	12	52	27	20	.....	129	158	1
Totals	133	190	179	179	26	35	.....	190	179	11
Grand Total, 1879	6126	6123	32	1633	528	2361	693	5147	4245	109
do. 1878	6041	6080	61	1599	511	2281	705	5056	4362	104
Increase.....	116	133	.....	64	9	20	.....	81	46	5
Decrease.....	.....	.....	19	.....	.....	.....	12	.....	.....	.....

Note.—In the total number of school sections are included the schools in the cities, towns and villages—school-houses, with the district from which its pupils are drawn, being reckoned a section.

Schools of Ontario.

SCHOOL VISITS.			EXAMINATIONS, PUPILS.		LECTURES.		PLAYERS.		MAPS.		AVERAGE PER DAY.	
Inspectors.	Other persons.	Total.	Number of Examinations.	Number of Schools distributed Prizes.	Inspectors.	Other persons.	Total.	Number of Schools open and closed with prizes.	Number of Schools in the Ten Commandments.	Number of Schools using Maps.	Total Number of Maps.	Average number of books to sitting days open.
9020	74342	83362	6913	1487	617	186	762	4173	3090	4423	38534	204
2342	6704	9046	339	172	...	5	179	369	129	171	171	268
2672	8473	9545	335	79	29	20	49	173	133	190	2023	311
13334	89623	102957	9643	1708	646	175	821	4477	2451	4744	39287	268
12745	87340	100085	9949	1563	329	339	649	4385	2423	4679	38933	286
289	3036	3325	...	45	117	...	...	180	23	74	992	2
...	...	...	266	...	...	145	28	...	...	...	...	...

E F.—THE ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO.

## VII.

# REPORT OF THE DEPUTY MINISTER OF EDUCATION ON DISTRICT AND INDIAN SCHOOLS.

## REPORT OF DEPUTY MINISTER OF EDUCATION ON SCHOOLS IN THE DISTRICT OF ALGOMA.

TORONTO, 10th November, 1879.

SIR,—I have the honour to report upon the inspection of schools in the Algoma District and the holding of a Teachers' Institute there this year. The information has been furnished from time to time by Mr. Switzer.

So great was the success of the Teachers' Institute of Parry Sound this year that Mr. Switzer greatly urged that he be permitted to hold a similar one in the Algoma District, with Mr. Little, ex-Inspector, as an assistant. In the Minister's absence in England, I consented, and issued the following notice to Teachers and Trustees in the District :—

It is proposed to hold an Institute for the Professional Instruction of Teachers in the Algoma District, Eastern Division, at Manitowaning, commencing on Tuesday, the 16th of September next, and continuing in session for two days and a half.

At the close of the Institute an Examination of the Teachers present will be held, commencing on Thursday, the 18th, at 1.30 p.m., and closing on Friday evening, at 5.30 p.m.

The Institute will be under the direction of P. A. Switzer, Esq., M.A., the Visiting Inspector, assisted by Robert Little, Esq., Public School Inspector of the County of Halton.

An allowance, not to exceed three dollars each, will be made to those teachers living outside the locality of Manitowaning who may have attended the Institute and who may successfully pass the Examination at the close. A less sum will be given to those who fail to pass, but who may give evidence of such qualifications as would entitle them to a Provisional Permit, on the recommendation of the examiners, Messrs. Switzer and Little.

The following Programme was also prepared and issued :—

### PROGRAMME.

#### Tuesday, 16th September, 1879—Forenoon Session.

9	to 9.30 a.m..	Introductory Address .....	Mr. Switzer.
9.30	to 10.45	" .. School Law and Regulations .....	Mr. Little.
10.45	to 12 m...	School Organization and Discipline .....	Mr. Switzer.

#### Afternoon Session.

1.30	to 2.30 p.m..	Principles of Teaching and Methods of Recitation .....	Mr. Little.
2.30	to 3.30	" .. Reading .....	Mr. Switzer.
3.30	to 4.30	" .. Grammar (Parsing and Analysis) .....	Mr. Little.

#### Wednesday, 17th September, 1879—Forenoon Session.

9	to 10	a.m.. Spelling .....	Mr. Switzer.
10	to 10.45	" .. Writing .....	Mr. Little.
10.45	to 12	m. Arithmetic .....	Mr. Switzer.



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 Afternoon Session.

1.30 to 2.30 p.m.	Composition.....	Mr. Little.
2.30 to 3.30 "	Lesson in Literature (Third Book).....	Mr. Switzer.
3.30 to 4.30 "	Word Defining.....	Mr. Little.

## Thursday, 18th September, 1879—Forenoon Session.

9 to 10 a.m.	Mental Arithmetic .....	Mr. Switzer.
10 to 11 "	Object Lessons .....	Mr. Little.
11 to 12 m.	Question Drawer and Preparation for Examination.	

NOTE.—The Teachers' Examination will take place on Thursday, at 1.30 p.m.

The result of the experience of the Institute is thus reported by Mr. Switzer:—

"We have just closed a very successful Institute and Examination. Mr. Little came up in the early part of the week, and has given us some very interesting lectures during the two days' Institute work. We had nineteen teachers in attendance, all of whom were candidates for certificates, and so far as I can judge from the papers I have examined, all will secure certificates. A full report will be made when the work is completed.

"I have made, I think, quite a successful tour of the District. Everywhere I found the people intensely anxious about their schools, and willing to do all in their power to advance the school interests in their section of the country. In nine places I have taken steps to establish School Sections; in other places where as yet they have no school-houses, I found the trustees determined to get their schools opened by January, the only obstacle in the way of opening them being the difficulty of obtaining teachers at that time of the year. This examination will to some extent, however, remedy this, although there will still be difficulty in getting properly qualified teachers. Everywhere my own intercourse with the people has been most cordial, and many wishes have been expressed that I would continue to be Inspector for the District."

Mr. Switzer gives the following résumé of the work performed by him up to the close of his labours in Algoma last month:—

"On the 1st August, I left home for Parry Sound to take part in a Teachers' Institute and Examination, which continued until the middle of that month. I proceeded on the 18th to Killarney, where I inspected their school and revised assessment roll; thence to Bruce Mines, where I spent the remainder of the week in inspecting four schools and meeting the trustees of an unopened school. The following week, after visiting three sections on St. Joseph Island, and leaving blanks for the formation of three sections more, I proceeded to Sault Ste. Marie where I found one school out of five in operation. Expecting better things on my return from Prince Arthur's Landing, I proceeded thither, August 31st. There I inspected four schools, the fifth not being in operation, and examined Misses K. McKellar and C. Gorman for certificates. Returning to Sault Ste. Marie, I found affairs just as I had left them the week before. I examined the only school in operation, and met the trustees, upon whom I urged the necessity of more energetic action in school matters. I reached Gore Bay, September 6th, where I met trustees from School Sections Nos. 2 and 3, Gordon, and from Barrie Island, all new sections to go into operation January, 1880. I also sent blanks to Cockburn Island, Campbell, and Shishowaning, for the formation of new sections. I then proceeded to Mudge Bay, inspected school, and met trustees of new section in Billings, also left blank for formation of new section.

"I reached Little Current 10th September, and Manitowaning 11th September. Visited schools in the vicinity of Manitowaning until 16th, when the Teachers' Institute began, followed by an examination of two days. On Monday, 22nd, I resumed the inspection of the schools in the townships of Assiginack, Tehkummah, and Caernarvon;

concluding with a Court of Revision of the Assessment Roll, U. S. S. No. 3, Tehkumamah and Sandfield, and reached Manitowaning 30th September, 1879.

#### SUMMARY.

Miles travelled . . . . .	2234
Schools inspected . . . . .	21
Met Trustees of new sections . . . . .	8
Visited schools not in operation but since opened . . . . .	9
Blanks left for formation of new sections . . . . .	8
Courts of Revision held . . . . .	4
Assisted in examining fifty-one candidates for certificates."	

I have the honour to be, Sir,  
Your obedient Servant,

J. GEORGE HODGINS,  
*Deputy Minister of Education.*

Hon. Adam Crooks, LL.D.,  
Minister of Education, Toronto.

#### REPORT OF DEPUTY MINISTER OF EDUCATION ON INDIAN SCHOOLS IN THE DISTRICT OF PARRY SOUND.

TORONTO, 10th November, 1879.

SIR,—I have the honour to state, that having completed the arrangements relating to the establishment of the Indian Schools in the Parry Sound District, I desire to report the proceedings in detail :

As directed I last year took part in the organization of these schools. This was partially done at that time with the assistance of Captain Skene, the Indian Agent at Parry Sound, and School Inspector Miller, who accompanied me to the Parry Sound and Shawanaga Reservations for that purpose. At both places the bands of Indians were called together by Captain Skene, and were addressed on the subject by Mr. Miller, Captain Skene and myself. The Indians seemed greatly pleased at the prospect of having schools established among them. At Parry Island Captain Skene (under the direction of the Indian Department at Ottawa) had a neat and substantial log house erected, in which we met the Indians. Subsequently Mr. Miller organized the school, and enrolled between 20 and 30 Indian children. They were placed in charge of Mr. Elias, an admirable Indian teacher and missionary, who had been trained for his work at the Muncey Institute. Steps were subsequently taken by Captain Skene to have school-houses erected on other Reservations, so that during this year schools might be organized in them. This has been done; and at my recent visit Mr. Miller, aided by Visiting Inspector Switzer and Captain Skene, established another school at the Shawanaga Reservation, about 35 miles north of Parry Sound. Thither we went in a steam-tug, and walked five miles through the woods to the Reserve. Owing to a slight alteration in our arrangements, we visited the Reserve a day before the time appointed. Chief James met us at the school-house, but our coming so soon had disarranged his plans. He had intended to have received us with some little ceremony, and, with his band collected, to have had some other demonstrations in honour of the event. As it was, he received us very cordially, and sent round without delay to collect the members of his band and their children. After Mr. Miller had enrolled about 30 children, he, Mr. Switzer, myself, and others, addressed the company present. Our remarks were interpreted to the Indians by Mr. Elias; and at the close Chief James made a very hearty and touching speech, expressive of his estimate of the value of education to the Indians, and of the great pleasure which the day's proceedings had given him. With true Indian courtesy, he accompanied the party through

the woods, five miles, back to the steam-tug, when, after giving him and his band three hearty cheers, we steamed away to Byng Inlet, 60 miles from Parry Sound, which we reached late in the evening. This is the head-quarters of the Maganetawan Lumber Company. We were all pleased with the neat appearance of a village lying so far to the north. Although late at night, Mr. Miller and Mr. Switzer, our indefatigable Inspectors, aided by Mr. J. H. Buck, the manager of the Company, and others, organized a Public School section there. We then held a very pleasant conference with the principal residents.

Next morning we started for Henby Inlet, near French River, but as the captain of our steamer was not familiar with the navigation of the place, we had reluctantly to turn back and proceed to Parry Sound. I arranged, however, that Mr. Elias should take an Indian teacher with him and open the school there this month. When this is done the whole of the children of the various Indian bands in the Reserves along the eastern coast of the Georgian Bay will be placed under instruction. This is certainly a matter for sincere congratulation.

As to the result of the experiment, I have now no fears. I confess that last year, when the Parry Sound school was established, I had both doubts and fears as to the success of the scheme. With a view, however, to satisfy myself on the subject, arrangements were made that the pupils in the school on the Island should be submitted to a thorough and satisfactory test. This was done by Mr. Inspector Miller, in presence of Captain Skene, Professor Croft, of Toronto University, Inspector Switzer, and some of the local clergy. The classes were examined in Natural History, Object Lessons,\* Arithmetic, Grammar, Spelling and Writing. Making due allowance for the novelty to them of the occasion, and the natural timidity of the Indian boys and girls, it was surprising to see how well the pupils acquitted themselves. Although slow and cautious in expressing their thoughts, the answers of the children were in almost every instance correct in substance or in fact. At the close of a prolonged examination by Mr. Miller and Mr. Elias, I subjected each member of one of the largest classes to an examination in writing on the black-board. They all acquitted themselves to my entire satisfaction. At the close, the examiners, Captain Skene, Mr. Miller, the clergy, and others, addressed the school and the Indians present. Replies were given by some of the leading Indians, including the old and young chiefs. The result of the experiment will, I trust, induce the Dominion Government to place the whole of the schools for the Indians of this Province under the supervision of the Education Department.

There was a fact and an incident connected with the exercises which were very gratifying. Among the pupils enrolled, was the newly elected chief of the band, who acquitted himself so well as to be quite noticeable. In this he showed an admirable example to all the young men of the tribe, and by his voluntary enrolment in the school he showed the high estimate which he himself placed upon education, as a means of elevating and civilizing his people. Chief James, too, in an address to Shawanaga, gave utterance to very enlightened views on the same subject. The pleasing incident to which I have referred was the modest manliness, and yet the dignity, with which the young Indian Chief delivered his maiden speech of thanks and welcome to his visitors. In this he was with much kindness prompted and encouraged by his rival, the unsuccessful competitor for the chieftainship of the band.

There was one feature of the gathering which quite interested us, and that was the general attendance from all parts of the Reservation of the Indian men and women—the latter dressed in their best—and all evincing by their appearance the happiness and prosperity in which they live on their Reserve. Even the Indian girls in their classes had a ribbon or some little bit of finery on their hats or dresses, designed, no doubt, to do honour

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\* It was both amusing and interesting to watch the countenances of the Indian boys and girls as Mr. Miller held up for them to name the pictures of animals, birds and reptiles familiar to them. The bear, wolf and fox were recognized as old friends; and many a friendly "ugh" greeted the appearance of a snake, a frog and lizard, as well as the pigeon, hawk and crow. The beaver, muskrat and otter received instant recognition; and the answers of the children as to the names were greeted with pleased laughter by the parents, who entered quite into the spirit of the exciting and interesting examination in Natural History which was held by Mr. Miller.



to the occasion which was to them so interesting and important, as a new departure in their hitherto unintellectual life.

At the suggestion of Chief James, with the concurrence of Captain Skene, we named the Indian school at Parry Island "Ryerson School, No. 1;" that at Shawanaga "Hodgins School, No. 2;" and that at Henby Inlet "Miller School, No. 3."

Since my return and during this month Mr. Elias, the Indian teacher at Parry Island, and Mr. Switzer, have reported the completion of the organization of these schools. Mr. Elias says, under date of the 23rd ultimo:—"I have organized the school up at Henby Inlet on the 16th instant, and set the teacher to his work, and have enrolled twenty-eight children. They all seem to be very much interested with the school. The teacher, Enoch Monague, is showing his determination to be useful in his labours.

"I saw the Chief Isaac, of Henby Inlet. He said he knew why we did not get there. He only was sorry that he did not stop till we started for Henby Inlet, in order to pilot us. He knew that 'captain could not find the way to go in.' He said, it was all right—he knew we could not help it."

Mr. Switzer, under date of the 3rd instant further reports:—

"I am able to report our safe return, after a stormy time, from inspecting Miller School, No. 3, at Henby Inlet. We took with us a package of books, etc., for the school, and on our arrival inspected the school through Mr. Elias, and found the pupils able to read small words, although the teacher had reached there only the week before. I held a consultation with the chief, trustees, and as many of the Indians as could be brought together, and among other things, I mentioned your regret at not being able to visit them in August, and explained the reason of the failure. The chief, in reply, stated that he would do all in his power to advance the interest of education among his boys and girls. On our way home we visited Byng Inlet, and found the interest in school matters quite as great as when you were there in August. The supply of books, etc., from the Department, is quite an acquisition to the school.

"I am now quite sanguine of getting matters in connection with Hodgins School, No. 2, and Ryerson School, No. 1, arranged to suit you. Captain Skene has *tacitly* consented to leave the matter in my hands, but there were so many persons to consult that at first I was doubtful of success. However, all is arranged now, awaiting the consent of two of the trustees who are absent, to transfer Miss Tobias to Shawanaga, and have Mr. Elias again take charge of Parry Sound School.

"After a narrow escape from being upset a few miles from Byng Inlet, we reached home (Parry Sound) on Thursday, October 30th, thankful to a kind Providence for His protecting care.

"During my recent visit to Ottwa, I personally explained to the Superintendent-General of Indian Affairs a number of matters connected with the working of the schools, and made a few practical suggestions in regard to the school-houses and the employment of suitable teachers."

I have the honour to be, Sir,

Your obedient servant,

J. GEORGE HODGINS,  
*Dep. Min. of Ed.*

Hon. Adam Crooks, LL.D.,  
Minister of Education, Toronto.



## VIII.

## EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

## COUNTY OF DUNDAS.

*Extract from Report of Arthur Brown, Esq., Inspector.*

I have the pleasure to report a general improvement in the state of the Public Schools of the County for the year just closed. The Township Competitive Examinations, to which I referred at some length in my report a year ago, have had the expected and desired result in bringing about a better classification of pupils, more thorough instruction, and greater proficiency before promotion. This improvement may be perceived from the reports of professional visits, and may be gathered from the Annual Reports submitted herewith. The total number of pupils enrolled in 1878 was 5,502, and in 1879, 5,670, an increase of 168, a number more than accounted for in the increase in the latter year in the First Class alone. A glance at the following table will show what has been accomplished in the direction referred to by these examinations, and by personal counsel with the teachers.

	1878.	1879.	INCREASE.	DECREASE.
Number of Pupils in First Book .....	1424	1630	206	....
“ “ Second “ .....	1022	1141	119	...
“ “ Third “ .....	1233	1419	186	....
“ “ Fourth “ .....	1230	1271	41	...
“ “ Fifth “ .....	593	209	....	384
“ “ Spelling and Dictation .....	3563	4257	694	....
“ “ Writing .....	3725	4276	551	....
“ “ Arithmetic .....	3810	4419	609	....
“ “ Geography .....	2348	2807	459	....
“ “ Grammar and Composition .....	2280	2480	200	....

A decrease of 384 in the number of pupils in the Fifth Class, a class for which very few in the rural sections are qualified, and an increase varying from 550 to 700 in the number of those studying spelling and dictation, writing and arithmetic, is a pretty conclusive evidence of a change for the better in the mode of teaching and classification, a conclusion confirmed by the standing of the classes as ascertained at the visits of the second half of the year.

Decided improvement has been made in the equipment of the schools. In my previous report, I had occasion to mention the fact that a large number, considerably more than half, of the schools were destitute of maps and tablets. I am glad to say that, at present writing, all but two or three schools are supplied with these requisites. About \$490 have been contributed by trustees for this purpose, and the value of the maps thus procured, including the Departmental allowance of 100 per cent., reaches nearly \$980. Something has also been done in providing outbuildings, and enlarging school sites, but much yet remains to be accomplished.

The attendance of pupils during 1879 has been somewhat in advance of that of 1878, and it is pleasing to be able to report a decrease of very nearly one hundred in the number of those from seven to twelve years of age who attended less than four months during the year. At the same time it must be admitted that 1,428 pupils attending less than one hundred days is quite too large a percentage deriving little benefit from the public school.

The salaries of teachers for 1879 varied little from those of 1878, being indeed slightly less. It is to be seriously regretted that the change in the autonomy of the Board of Examiners of the County, by which the percentage exacted in leading subjects of examination was removed, has resulted in the licensing of far more teachers than were needed to supply the schools, and in a consequent reduction of salaries for the current year. Instances are not wanting where male teachers are now engaged at a salary of \$168, in schools that formerly paid nearly \$300. The proportion of male to female teachers in this county in 1875, was forty-six to thirty-eight, and in 1879, forty-seven to thirty-eight. That ratio is now, as nearly as can be ascertained, reversed.

In but a few instances have school meetings declared in favour of Township Boards of Trustees. The great objection urged was the probability of increased expense. It is to be regretted that facts and figures, as to actual operations of the system where introduced, could not have been presented, so that an intelligent opinion might have been formed on the merits of the question.

I must again express my sense of the injustice done the smaller and poorer sections by the present mode of distribution of the Legislative grant, and urge the adoption of some temporary expedient for the relief of these sections, until the adoption of Township Boards, evidently yet somewhat remote, becomes general enough to place that means of relief within their reach. In the appropriation for maps, prizes, etc., the principle of aid in proportion to amount contributed from local funds, that is a *percentage* on the amount remitted, is fully recognized. Why should not the same principle be adopted in the distribution of the Government grant? One-half the amount, if thought essential for encouraging attendance, could be divided on the basis of average (though that end might be reached in another way), and the other half could be divided among the schools in exact proportion to the amount raised on the dollar in each section *for the payment of teachers*. This would in some measure be a relief to the weaker sections, and approach the principle that underlies the free school system. I give herewith the rate on the dollar in the sections of one township (Winchester) for 1879, omitting unions, and sections where a rate was levied for building purposes. These rates were in mills:— $2\frac{1}{4}$ ,  $5\frac{9}{10}$ ,  $2\frac{4}{10}$ ,  $2\frac{7}{8}$ ,  $4\frac{1}{8}$ ,  $1\frac{7}{8}$ ,  $3\frac{3}{8}$ ,  $2\frac{3}{4}$ , 2,  $2\frac{8}{10}$ ,  $2\frac{7}{10}$ ,  $2\frac{1}{4}$ , 4. Even a restriction that would prohibit any section from participating in the fund that did not raise at least three mills on the dollar for paying teachers, would be considerable relief. It would, at any rate, be attended with this benefit, that large and wealthy sections would no longer hire the cheapest teacher to be found.

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#### COUNTY OF LEEDS.—DISTRICT No. 1.

*Extract from Report of W. R. Bigg, Esq., Inspector.*

#### RURAL SCHOOLS.

Every school in my Inspectorate is now furnished with a set of maps, black-boards, daily and general registers, etc. With but very few exceptions, the schools are kept in operation the full school year, so that no fault can be found on that score.

During the period of 1871-79, twenty-two new school houses have been erected, and in addition forty-one of the sections have half-acre enclosed play-grounds attached, with the necessary outbuildings; two have quarter-acres enclosed; nine have the requisite half-acre partially enclosed; while twenty-six sections have not made any effort to carry out this

important regulation of the school law, so conducive alike to the comfort and happiness of the children, as well as to the beautifying of the site, and thus rendering it attractive.

A much better class of teachers is now employed than formerly, yet the maximum of the general teaching does not extend beyond Fourth Class work. When pupils have compassed this they generally go to the nearest High School and prepare themselves for third class certificates; a comparative few remaining long enough at these former seats of classical instruction to attempt the ordeal of the Intermediate, on account of its value as ensuring a second-class certificate, though the ten per cent. additional required in July next will winnow the number of successful candidates materially.

In some few of the rural sections a Fifth Class is attempted, but it is chiefly remarkable for its paucity of numbers—rarely exceeding three. It simply means a rather advanced Fourth Class, or to speak more accurately, a Fourth Class rather more advanced in arithmetic, with a little rote knowledge of the first book of Euclid, and an imperfect acquaintance with the elementary rules in Algebra, combined with an equal profundity in simple factoring.

As a general rule a Fifth Class means neglected First, Second and Third Classes, the chief labour being bestowed on the crack pupils of the Fourth and nominal Fifth Classes, in order to prepare them for the High School Entrance Examination, for which they are duly crammed, and, if successful, their names being published in the local newspapers, it is supposed to establish the merits of the teacher beyond a doubt, and add a renown to his school similar to that achieved by those High Schools whose fame culminates in the numbers that have passed the Intermediate.

For 1879 I find that the highest salary paid a male teacher is \$500, and the lowest \$200, while for a female the maximum is \$275, and the minimum \$160. I may add that salaries on an average are about fifteen per cent. less than were paid four years ago (in consequence of hard times), though they are still twenty per cent. higher than were paid prior to 1871.

#### TEACHERS' INSTITUTE.

An important element in assisting the teachers to a knowledge of their professional duties is the "Institute," which meets twice a year at Gananoque and Brockville alternately, remaining in session on each occasion for two days. At these meetings the leading subjects taught in our rural schools, are constantly handled by competent instructors, and the best methods of teaching them imparted. The liberality of the Government in assisting our efforts has enabled us to attach a professional library to the Institute, which now numbers 200 volumes, and is available to every teacher in the Inspectorate.

At the last spring meeting, held at Gananoque, sixty teachers were in attendance, and at the autumn session, eighty teachers were present in Brockville. The High School Inspector, Mr. Buchan, and the Deputy Minister of Education, lectured seriatim on the evenings of the 30th and 31st October, before the Institute, and a select and appreciative public. Mr. Buchan also rendered valuable assistance in the day time.

#### TOWNSHIP BOARDS.

If objection be made to the establishment of Township Boards as a substitute for the inefficient Sectional System, some plan ought to be devised to obviate the gross inequality of taxation for public school purposes now existing. Why one man should pay two mills or even less on the dollar for school rates, while his neighbour in an adjoining section should be compelled to pay, in many instances, over a cent on the dollar for the same privilege, is to me incomprehensible, especially as such inequality would not be tolerated for an instant on any other tax. Thus, No. 7 Elizabethtown is assessed for \$130,000, while No. 33 has but \$20,000; No. 8 Leeds Rear figures for \$90,000, and No. 10 in the same township for only \$9,000; No. 10 Leeds Front is set down for \$99,000, and No. 2 for \$8,000; No. 4 Yonge Front for \$100,000, and its neighbour, No. 5, for \$12,000, while No. 17 Escott Front contrasts its \$90,000 with that of No. 12 for \$8,000. I may also remark that the wealthier sections also receive the lion's share of the Government and



Municipal grants, leaving a comparative pittance for the poorer sections which need assistance. Thus, No. 7 Elizabethtown receives about \$200 this year, while No. 33 in the same township gets \$20; No. 8 Leeds Rear draws about \$140, and No. 10 receives \$10; No. 9 Lansdowne Front gets \$115, and No. 7 only \$7; No. 4 Yonge Front receives \$150, while No. 1 draws \$15; and No. 17 Escott Front is down for \$105 against No. 12's \$20.

I forwarded the circulars lately issued by you, on the subject of Township Boards, to every Board of Trustees in my Inspectorate. I am not sanguine that any beneficial effects will arise therefrom, so long as the Statute requires a *two-thirds* majority of the sections in any township to vote for its adoption before the Sectional System can be abolished. I have lectured on the same subject in all the leading sections of the Division, and the discussions that ensued afforded me a pretty clear insight into the opinions of the yeomanry on the subject. I found nearly every enlightened man in its favour, and were the Statute amended so as to require but a *simple majority* of the sections in any township to vote for its adoption, the death knell of the Section System, which has not a single redeeming feature, would be sounded in many a township at the first annual school meeting, especially if it were provided that the question of Township Boards must be decided, and put to vote at every such meeting. Many *leaders* of public opinion speak *privately* in favour of the Township Board system as "the only correct thing," who nevertheless *publicly* "think it wouldn't answer;" still apart from this inconsistency they would gladly welcome its adoption. The votes in the different sections for and against the scheme would stand thus—For the measure, all the poor sections; against it, all the rich ones; while the majority of those sections whose school tax would not be much affected by the proposed change, might possibly be relied on to vote for justice. Thus you may observe the decision of the question narrows down to a matter of dollars and cents.

#### TOWN AND VILLAGE SCHOOLS.

The Brockville Public School, which was in a bad state in the Head Class last year, has been improved this year under Dr. Atkinson, and the disorder and scribbling effectually stopped. Whether its former status, prior to 1871, can be restored, is problematical, so long as the pupils are withdrawn as soon as they have passed the High School Entrance Examination. At present, and while this system prevails, we can only show an advanced Fourth Class and a nominal Fifth. The teaching in the junior classes and the progress made therein is very satisfactory.

#### BROCKVILLE SEPARATE SCHOOL.

This institution has made an extraordinary upward bound during the past year, under the careful scientific management of Father McCarthy, who has caused the rooms to be partitioned, furnished the school with modern furniture and appliances, separated the girls from the boys, and placed the former exclusively under the charge of Sisters St. Mary and Aloysius, while the boys are instructed by Mr. Hennessy and Miss Nolan.

The progress made has been simply astonishing, the reading and grammar are excellent, the arithmetic good, and the penmanship perfectly marvellous, while the deportment is worthy of imitation by every school in the Province, and cannot be excelled. The Deputy Minister, Dr. Hodgins, paid this school a visit in the summer, and expressed himself as astonished and delighted with all he saw and heard.

#### GANANOQUE VILLAGE.

An improvement has been effected this year in the Head Class of the Public School, and the effects were manifested by the increased number that passed the recent High School Entrance Examination. Still, before I can arrive at any certain conclusion, a longer time must intervene under the present management than has at present elapsed.



## COUNTY OF LANARK.

*Extract from Report of R. L. Slack, Esq., M.A., Inspector.*

## RURAL SECTIONS.

There has been no increase in the number of sections during the year, though there has been in the departments of the village schools. There has been no increase in "assistant teachers" in rural sections. In some of our schools the service of an "assistant" is much required, especially where there is a regularly organized Fifth Class; but there seems to be obstacles almost unsurmountable in the way of accomplishing the change.

## LEGISLATIVE GRANT.

It has always seemed to me that the grant made by the Legislature to our Public Schools is too small in comparison with the amount appropriated to the High Schools and to the amount required to be levied by the people themselves. In order to illustrate my statement, and, at the same time to give a comparative statement of some of the leading statistics of our High Schools, which form such an important factor in our educational system, I have tabulated the following:—

TABLE EXHIBITING LEGISLATIVE AID TO HIGH SCHOOLS, ETC. (1878.)

No.	SCHOOLS.	Total Expenditure.	Legislative Grants.	Balance Levied by County and Local Rates.	Number of Pupils Enrolled.	Average for Year.	Amount per head to Enrolled.	Amount per head to Average.
		\$ c.	\$ c.	\$ c.			\$ c.	\$ c.
1	Almonte .....	2440 59	751 05	1689 44	117	80	6 42	9 38
2	Carleton Place.....	1137 30	561 50	575 80	76	43	7 40	13 05
3	Smith's Falls .....	1914 03	521 40	1392 63	55	28	9 48	18 62
4	Pakenham .....	1503 40	568 00	935 40	45	30	12 62	18 93
4		\$6995 32	\$2401 95	\$4593 27	293	181	\$8 98	\$15 00
							Av.	Av.

From this statement it will be observed that the Legislature directly aids the High Schools of this County to the extent of \$8.98 per head of each pupil whose name is enrolled for the year, and \$15 per head of the average attendance. My calculation is based upon the last published report of the High School Inspectors for 1878. In the same year the apportionment from the same source to the Public School pupils was per head of pupils enrolled *45 cents*, and per head *average 96 cents*.

## TEACHERS' EXAMINATIONS.

At the July Examination of Candidates for Teachers' Third Class Certificates, one hundred and eighteen presented themselves. Of these thirty-eight were male and eighty female. Fourteen had previously taught, the remainder were new applicants; of this number fifty-one—viz., male, twenty-four, and female, twenty-seven—were awarded the Non-professional rank, and the remaining sixty-seven were rejected. The subjects in which candidates chiefly failed were Arithmetic, Algebra, Geometry, and English Literature. At this meeting the County Board of Examiners passed a resolution to the effect

that at the next examination, "*Forty per cent.* of each of the subjects of *Arithmetic* and *Grammar*, and *Twenty per cent.* of every other subject would be the standard for the successful candidate." All intending candidates were notified through the columns of the Press to govern themselves accordingly.

#### MODEL SCHOOL.

The County Model School at Perth is presided over by a Normal School teacher holding a *first-class* certificate, who has for his assistants *two* teachers holding *second-class* and *four* *third-class* certificates. It receives aid both from the Legislature and the County Council to the extent of *one hundred dollars* each. Two sessions were held between the first of September and the end of the year.

At the first session twenty-four candidates, holding the necessary non-professional qualification went into training; of these sixteen were males, and eight females. Ten of the number had passed the Intermediate Examination.

At the second session thirty-three sought admission, viz., males, eighteen, and females, fifteen. Of these seven had Intermediate rank.

#### SCHOOL HOUSES.

Including the incorporated villages and rural sections, there were in the county *one hundred and thirty-three* school-houses, constructed as follows, viz.:

Brick (4); Stone (18); Frame (67); Log (44).

Though a large number appear under the head of *Log* Buildings, it must be borne in mind that many of them are of recent date, commodious and convenient, while others are old ones rebuilt. During the year a fine building with accommodation for two teachers was erected in the Appleton Section, and also another in S. S. No. 10, Montague. But a few sections now remain which are not up to the requirements of the law in a material point of view. I have, however, to remark here, what I have alluded to in previous reports, that, while trustees and ratepayers have responded to my calls for better buildings, with a commendable willingness and liberality, the school property is too often abused and neglected, and left, to a certain extent, to look after itself. Desks are broken; black-boards are in need of repair; doors are found without locks; walls and ceilings are not whitewashed; floors are in a dirty condition; and grounds and out-buildings (if any) are totally neglected; shade trees are nowhere to be found. I trust that the coming year will witness an improvement in these defects, and that it is only necessary to enumerate them to have them removed. Our school-houses and surroundings should present a more attractive appearance than they usually do. The systematic and well-cultivated teacher can do, and many a one does, a great deal to this end; but it requires the co-operation of all to bring about the desired result. "Cleanliness is akin to godliness." The physical growth of the rising generation, their habits of cleanliness, neatness, order and taste must not be sacrificed in aiming at intellectual culture. It seems to me that in these latter days we are in danger of losing sight, if we have not already done so, of the paramount importance of regarding with a judicious solicitude, the laws of health. The "*mens sana*" is the goal at which we aim, and we would fain flatter ourselves that we can reach it without any regard to the "*corpus sanum*." Of what value is a sound mind unless it be found to be the tenant of a sound body? Crowded school houses, dirty and ill-ventilated; badly constructed desks; awkward postures in sitting, and even in standing and walking; an absence of regular intermissions with proper exercise in the open air; these and many other like conditions and omissions are fruitful sources of physical debility and disease.

#### MISCELLANEOUS.

*Subjects of Instruction.*—The subjects which necessarily occupy the chief portion of the teacher's time are *Reading and Spelling, Writing, Arithmetic, Grammar and Geography*, and in these, I am happy to be able to state, there has been considerable im-

provement made ; in the first place, in the more intellectual manner in which the subjects are presented to the minds of the pupils, and in the second place, as a matter of course, in the increased progress made by the latter. The change of text-books, however, in the subject of *Grammar*, and the choice being left to the trustees as to whether they make the change or not, has created a great deal of confusion. Parents are told that they may use the old books ; teachers and school inspectors recommend the children to provide the new ones ; trustees do not know how to act, and confusion is the result. The same may be said of the *Histories* and *Geographies*. It would be well for all parties concerned if the books authorized would be definitely determined, and some guarantee given as to their permanency at least for one school generation. There is no more constant, and it seems to me no better grounded complaint, than this change of books.

#### LIBRARIES.

*Thirty-one* Libraries only are reported—no increase for years. These contain 3,956 volumes and are little read now, though they evidently have been. They are mostly to be found in the townships of Dalhousie, etc., and Ramsay. Some of them have originally been large and well selected, but their usefulness is to a great extent gone. Now that the proper sites and school accommodation have been supplied, that the schools are furnished with their proper complement of maps, etc., I think that it would be well if trustees and ratepayers generally were to turn their attention to establishing a *Library* in each section. A few dollars levied on the section each year, and supplemented from time to time by the proceeds of numerous school entertainments throughout the country, would soon supply the means, and place useful and entertaining reading matter within the easy reach of all.

#### COUNTY OF HASTINGS—NORTH.

*Extract from Report of W. Mackintosh, Esq., Inspector.*

*Two* new schools (in Bangor and Wicklow) were opened in 1879. In the whole Riding there were 83 schools and 6 additional departments. In these 91 teachers were employed—3 holding Provincial first-class, 14 Provincial second-class, 41 third-class, and 33 special certificates.

The supply of teachers holding regular certificates is still much less than the demand. Were this not so, the number of special certificates (or "permits") could, I think, soon be reduced to less than a dozen. The scarcity of teachers is one of the greatest obstacles to the progress of our schools. On account of it, trustees are very frequently compelled to engage and retain the services of confessedly unsuccessful teachers, and the Inspector is driven to grant special certificates to persons possessed of very meagre qualifications for the positions to which they aspire. Were the standard for third-class certificates allowed to remain as it is, the County would, in a few years, have an ample supply of teachers. Progress has been made in this direction. In 1875, of the 80 teachers employed in North Hastings, *none* had Provincial first-class certificates, only 5 per cent. had second-class certificates, and only 2 had ever attended a Normal School. In 1879, 3 of our teachers held Provincial certificates of the first-class (*two* grade A and *one* grade B), 15 per cent. held Provincial second-class certificates, and 13 had received a Normal School training. In addition, those who are *now* possessors of third-class certificates are as a rule much superior, educationally, to those who, in 1875, held such certificates. Of those who, in 1879, taught on special certificates, more than one-third had previously held third-class certificates, and several had passed the Intermediate Examination. But change is, in educational matters, the order of the day. In 1877 the difficulty of obtaining a third-class certificate was very materially increased by the establishment of Model Schools. In 1878, Euclid, Literature, and Algebra, were added to the subjects of examination. In 1881, what is now known as the Third-Class Examination will be abolished, and the



Intermediate Examination, which, so far as the subjects of examination and the questions to be answered by the candidates are concerned, is the same as the examination for second-class certificates, substituted for it. I am no advocate for a low standard of education for teachers. Their work equals, if it does not transcend, in importance, that of any other profession, and requires for its efficient performance great natural and educational qualifications. Nor have I any sympathy with those who desire the Education Office to adopt "rest and be thankful" for its motto. As the Province grows in age and wealth, the position of Public School teacher should become more difficult of attainment. There are, particularly in Western Ontario, counties which are quite ripe for the change announced for 1881. *In them*, the school sections are wealthy, and the supply of teachers more than sufficient. *There* the new regulation should be enforced. In this, and similar counties, the great majority of the sections are not rich, and teachers are not too numerous. Any such change would not *here* result in *real* advancement.

#### SALARIES OF TEACHERS.

The highest salary paid, in 1879, to a male teacher was \$650, the lowest \$192. To female teachers the highest salary paid was \$400. The average salary paid to male teachers was \$358.63, to female teachers, \$236.54.

#### LENGTH OF TIME FOR WHICH THE SCHOOLS WERE IN OPERATION.

In Rawdon, Madoc, Huntingdon, Marmora, Elzevir, Tudor *et al.*, Dungannon, and Faraday, and in Madoc and Stirling villages, there was an improvement in this respect. The average time for which the schools of the Riding were kept open was 186 days (the school year having contained 221 days). This is slightly in advance of the previous year.

#### SCHOOL POPULATION AND ATTENDANCE.

As reported by school trustees, there were in the Inspectorate, 5,381 persons of school age (5 to 16), 341 more than were reported in 1878.

*Five thousand one hundred and three* pupils (of all ages) attended school. The average attendance was 2,049, or 40 per cent. of the number enrolled. In Rawdon the percentage of attendance was 46; in Madoc, 41; in Marmora and Lake, 30; in Huntingdon, 46; in Elzevir, 34; in Tudor *et al.*, 31; in Dungannon and Faraday, 35; in Monteagle and Herschel, 23; in Wicklow *et al.*, 28; in Carlow and Mayo, 37; in Stirling, 51; and in Madoc village, 54. In previous reports I pointed out the disastrous effect such irregularity of attendance has upon the schools. So long as it obtains they will not make marked advancement. Indifference on the part of parents is the fruitful cause of much of the evil.

#### CLASSIFICATION OF PUPILS.

In this important matter, I am again able to report improvement. In the majority of the schools the promotion of pupils to a higher class is now done with great care.

Where a High School exists, the Entrance Examination in connection with it, affords an admirable test of fitness for advancement to the Fifth Class in Public Schools. In North Hastings, unfortunately for its educational interests, there is no High School, and, of course, no Entrance Examination. To supply this want, a *quasi* Entrance Examination was held in Madoc, in December, on the days on which the regular examination was held at the High Schools. The examination papers used (kindly supplied by the Minister of Education) were those prepared for the "Entrance," and the regulations governing that examination were strictly enforced. *Twenty-seven* pupils from different schools were successful. In conducting this examination, I received great assistance from the members of the County Board of Examiners resident in Madoc, and from several of the teachers. The experiment has been productive of so much good that the examination will, in future, be regularly held in each half year, and another examination for promotion to the Fourth Class will, in 1881, be established.



## MODEL SCHOOL.

During the year, 20 teachers received their professional training in the Madoc Model School, and, after a searching examination by the Board of Examiners, obtained third-class certificates. A number of them are now teaching in the Riding, and the efficient manner in which almost all conduct their schools, is a satisfactory proof of the valuable character of the training received.

## TEACHERS' ASSOCIATION.

This important auxiliary to the Model School still continues to grow in interest and usefulness. All the teachers who can attend the meetings have, with very few exceptions, done so, and the close attention given to the discussions, and the manifest desire to obtain instruction, cannot fail to do good. I am sorry that the public do not, more frequently, encourage these conventions by their presence. The object of the meetings of the Association is the elevation of the teachers in the scale of efficiency. No class should be so deeply interested in its progress as the parents of the children who are taught by these teachers.

The very liberal aid given to the schools in the remote townships was, as in former years, supplemented by the Minister of Education, and did much good. I hope it may be continued.

During the year, a number of the schools have made very marked advancement. On the whole, fair progress has been made. At no previous time, since my connection with the Inspectorate, has so commendable a spirit been displayed by the teachers. The industry, enthusiasm, and intelligence manifested by many are worthy of high praise.

## COUNTY OF RENFREW.

*Extract from Report of R. G. Scott, Esq., Inspector.*

During the year there has been a marked improvement in very many of the schools. Of several, however, I am unable to report any improvement, while in three, at least, I regret to have to report decided retrogression. In these last cases, I felt it my duty to bring the matter before the trustees, and recommended a change of teacher.

Nineteen qualified teachers were substituted for unqualified ones. This was all our supply would permit. In all these schools the improvement was very marked, in some of them it was truly marvellous.

Forty-two candidates obtained third-class certificates, so that for 1880 we shall, I hope, have nearly enough of qualified teachers to supply the schools.

The poverty of most of the sections in the back townships, is the great obstacle to the hiring of qualified teachers. To pay even the miserable salaries of those they have heretofore employed, proved so great a burden to them, that the refusal to incur the increased expense of paying the salaries of qualified teachers, could be looked on only as a natural consequence and perfectly justifiable.

The very liberal policy of the Department during the last year, in granting Special Poor School Aid to a number of these sections, was a most inestimable boon to them. It enables some of them to discharge obligations that it is almost impossible to see how they could otherwise have got rid of. It had the good effect also of giving them confidence for the future, and many sections have engaged qualified teachers for this year relying on this source for assistance to pay their salaries. Indeed it would be utterly out of the question to expect these sections to hire qualified teachers without special assistance. The alternatives in such cases would be professedly incompetent teachers or closing the schools.

The subjects in which I have observed the greatest and most general improvement during the year are reading, arithmetic and grammar. I have required the teachers to take up the subject of grammar with pupils in the Second Book, to discard the use of a text-book at this stage, and to teach it orally after due preparation for each lesson on their own part. So far the results have been very satisfactory.

## COUNTY OF VICTORIA—EAST.

*Extract from Report of J. H. Knight, Esq., Inspector.*

With but few exceptions the school-houses in East Victoria are good substantial buildings, and well supplied with black-boards, maps, and other requisites. In most of those recently erected, great care has been taken to secure the health and comfort of the pupils. For some years after I entered on my duties in 1871, it frequently happened that schools were closed, or the attendance was greatly reduced, on account of sickness. Such an event very rarely occurs now. I attribute the difference entirely to the improvements in the school-houses.

The teachers are improving, but not as rapidly as could be desired. On the average the trained teachers do better than the untrained. But many of the trained teachers show that they have made but little use of their time. Their chief errors seem to be "working mechanically," and "trying to do too much." By working mechanically I mean that they do their work in a certain way, because they have been told to do it so. The consequence is that instead of the intellect of the child being developed, it is merely moulded to a pattern. With such teachers we have too much simultaneous reading and reciting, and too rigid adherence to sets of questions and answers. By trying to do too much, I mean that certain teachers, imagining that they can do what other people cannot, constantly give their pupils work in advance of what they are able to comprehend. The result is that the back work is left before it is well finished, and the new work cannot be properly mastered. This error is particularly apparent in the Lindsay Public Schools.

One of the most mischievous practices is that of teachers promoting scholars before they are fit. In some cases it may be the result of error in judgment, but generally it is done dishonestly, towards the end of the year, to deceive parents, and secure a re-engagement for the next year.

Arithmetic is much better taught than it was, especially that which refers to affairs of everyday life. Mental arithmetic, however, does not advance as it should. I fear that placing a text-book in the hands of either teachers or pupils, will not accomplish much in that department.

A good deal of attention is paid to grammar; but as long as teachers use bad grammar in their ordinary conversation, but little can be expected.

Vocal music has suffered in many of our schools through the substitution of "Gospel Hymns" for "Sefton's Three Part Songs."

The present fashion in calisthenics seems to involve much use of memory and little physical exertion.

## COUNTY OF VICTORIA—WEST.

*Extract from Report of H. Reazin, Esq., Inspector.*

My Annual Report of West Victoria for the year 1879, includes the schools in thirteen municipalities in the County of Victoria.

The rainy season came on during my second tour through my Muskoka townships, making the by-roads impassable, and being unable to walk, owing to a slight lameness occasioned by a fall from my buggy, I was unable to pay a second visit to a considerable number of the outlying schools. It is the first time any such omission has occurred.

The number of schools in West Victoria has been constantly increasing—especially in that part of the county which extends into the Muskoka District—over thirty new ones having been opened since 1871.

Except in the townships of Mariposa, Eldon and Fenelon, and the village of Fenelon Falls, all my schools are situated in new and poor sections of the county. In many of the townships the surface is one-half wasted, and the remaining half consider-

ably broken, with rock. The people are nearly all poor, and in some of the sections unable to keep their schools open during the whole year.

In the majority of cases only cheap third-class teachers can be engaged. I am pleased to be able to state that the ratepayers in these new and poor localities are of an intelligent class, and have made most praiseworthy efforts in establishing and maintaining schools, and in most cases pay a much higher rate on the dollar than is paid in the older and wealthier townships.

As might be expected the schools are not yet very far advanced, the majority having no pupils in them above the Third Class. The teachers mostly hold third-class Muskoka certificates obtained at the Annual Examinations held at Bracebridge and Huntsville. They are intelligent and industrious, and although not highly educated, they are doing their work well. In many Muskoka schools the junior classes are as well, if not better taught, than in older sections whose teachers have had the advantage of Model School training.

The schools throughout West Victoria are constantly improving. A better educated and better trained class of teachers is taking the place of the older ones, and a more uniform system of teaching is becoming prevalent. Nearly every school is now well supplied with black-boards, maps, and suitable apparatus. The school statistics are better kept by means of the new daily and general registers.

The old County Board certificates have all but one disappeared in West Victoria. The third-class teachers are better educated and better trained than second-class teachers were ten years ago, and are doing better work. This immense advance has been brought about chiefly by the increased efficiency of the High Schools, the improved methods of training teachers in the Model and Normal Schools, and the improved systems of examinations of teachers and inspection of schools.

#### COUNTY OF ONTARIO.

*Extract from Report of James McBrien, Esq., Inspector.*

*Township Boards.*—The circulars which were sent to the trustees of Public Schools, by the Honourable the Minister of Education, were read, discussed, and warmly opposed by nearly all. There were a few honourable exceptions that highly approved of them. The little leaven will yet leaven the whole lump.

I anticipated a strenuous opposition from large, wealthy sections, for they have a financial advantage from the present system of sections; but I was completely surprised to find small sections equally warm in their opposition to the introduction of Township Boards. I believe the people are perfectly honest in their opposition, but entirely mistaken in the premises. Doubtless, our schools should be free, but we should be able to state to the whole world that they are *equitably free*. My experience is that small sections, as a rule, pay more for miseducation than large ones pay for education. To my mind, this is the most serious aspect of the subject.

A good many think that some sections would be favoured with superior teachers to others, and yet they would have to pay as much for an inferior education. But it is manifest that this objection is groundless, for they would have as good an opportunity for education, to say the least, as they enjoy at present, together with the additional privilege of sending to any school in the township. Hence, in this respect, the advantage is on the side of Township Boards. With dark shadows of an unprecedented depression resting on them, they think that Township Boards would entail additional expense; and perhaps they would; but we should not look at the matter through the golden medium. As lovers of the rising generation, we should first consider whether they would stimulate and promote the cause of sound education or not. There is now a general advance along the whole line; and wherever any school is lagging behind, it is caused by the indiscretion or parsimony of the trustees. This evil cries aloud for a remedy: and that remedy can only be found in Township Boards. As some school sections possess much more valuable school property



than others, the inhabitants of the wealthier sections think they would suffer loss by the change, but they appear not to know that the law has made ample provision to value and adjust all existing school property in an equitable manner. Hence this objection passes into "thin air."

*The Compulsory Act.*—Compulsory education, under the present provisions, is practically a misnomer: and it must remain so, until the Government appoints an officer whose duty it will be to bring delinquents to duty. The people generally are convinced of the reasonableness and justice of the Act; but the fear of offending neighbours prevents any action being taken.

Since 1871 we have been in a state of transition. We have already passed from log cabins to large, commodious, well-ventilated school-houses. Our progress in intellectual improvement is not far behind that made in our material condition.

### COUNTY OF YORK—NORTH.

#### *Extract from Report of D. Fotheringham, Esq., Inspector.*

Considering the pressure of the times, the financial statements are encouraging in almost every particular. Owing to the altered basis of distribution, the Legislative and Municipal grants were less. The income from the Clergy Reserve Fund was also less, but the amount raised by direct taxation more than compensated, and so both income and expenditure were greater—the latter by nearly \$2,000, and the former by nearly double that sum—than in 1878.

An unlooked for element of satisfaction is to be found in the larger amount paid in 1879 for salaries than in 1878, so that while the 42 female teachers have, unfortunately, lost on the average income by nearly \$9, the 70 male teachers have received nearly \$9 more on an average. Throughout the Division the average salary of male teachers was \$423.27, and of female teachers, \$251.23.

There was an increase of nearly \$2,000 on houses, sites, etc., over 1878, and more on maps, prizes, etc., and less on incidentals such as fuel, etc., thus showing wise discrimination between essentials and non-essentials.

The following improvements were made during the year:—In No. 21 King an excellent brick house was built to replace an old one. In No. 12 E. Gwillimbury (a new and poor section) a frame house was erected. In the enterprising village of Sutton a large brick building, with three departments, was put up; while in the no less enterprising district known as Egypt, in the same township, extensive alterations were made on a comparatively new house, in order to provide accommodation for two teachers. Space has thus been provided in the district for 200 more than could be accommodated before; and the value of school property has been swelled to more than \$136,000.

Ten more Normal trained teachers, four first-class and thirty-three second-class, or 30 per cent. of all, were employed. The number of old County Board and third-class teachers has been reduced.

The reported school population of 1879 is less by 174, and the number enrolled by 337. But those who entered school, attend on the whole better, so that the average for the district is still  $47\frac{1}{4}$  per cent. The aggregate attendance for the first-half year was less in 1879 than 1878 by 30,000 days, while in the second half it was greater by 14,000; and from these facts it seems fair to infer that the hard times forced people to seek help from their children, till the good harvest justified them in sending them back to school.

The most stubborn and most discouraging of facts still remains—those who enter school do not average one day there out of two; and only one in 17 attends nearly full time. Of nearly as discouraging a character is the fact that about one-half of the schools change teachers every year.

Notwithstanding these and other drawbacks, the record of work done is favourable. 32 schools passed *good* examinations, 28 *fair* and 20 *poor*. The examination in each was extended over all present, and over five or more subjects of instruction, and *all in writing*,



with the necessary exceptions. In this way the record of each school, and, in fact, of each scholar has been preserved. And as the same method was adopted during previous years, reference can be had when desired to the character of individual schools, teachers or scholars, as shown by their work. The examinations of the first visited of 1879 swelled up to 14,000 entries, and gave an average standing of 2.88 to the schools of the district, when one is perfect and six very bad. Few schools average 2.50, which may be regarded as excellent, while 2.75 is good, and 3 only fair.

Having on previous occasions directed attention to the evils attendant on the Public School system, little more than a simple reference will be necessary. The first and greatest is

*Irregularity of Attendance*, arising, in my judgment, very largely from neglect of parental authority. Many children are allowed to go to school or not as the whim takes them. If by legislative enactment, or any other means, people could be induced to do their duty thoroughly and universally by their children, the evil would disappear. Mean-time compulsory clauses are a dead letter, at least in North York.

The evil next in magnitude to irregularity is *Lack of Permanency in the Profession*. Teachers, as a class, are the Arabs of Ontario—have no fixed abode—here this year, there the next, and nowhere the third. Many do not object to their suffering in this way, but unfortunately the schools suffer too. Though the hardest wrought public servants, they are often treated as indolent and undeserving—seeking to gain an *easy* livelihood. In addition they are often at the mercy of a single officious individual in a section. Thus denied their proper status and fair remuneration, it is only natural that they should be migratory in their habits, but while they are, our school system cannot but suffer largely.

*Insufficiency of Inspection*.—To do effective work an inspector should not be driven, should have time to enter into details. But an Inspector with, say 8000 children, 100 teachers, 80 boards of trustees, teachers' examinations, intermediate and entrance examinations, annual reports, half-yearly returns, apportionments, cheques, orders, 800 or 1,000 communications, 150 or 200 calls, etc., etc., on his hands annually, cannot possibly do the work as thoroughly as he would wish, and is forced to generalize too much, instead of carefully discriminating, and thus do most service. With one-half or even less of such a constituency, good Inspectors would overwork themselves.

As to the regular educational machinery of the division, it would not do to overlook the Model School and Teachers' Association—both doing excellent service, and gaining in reputation and usefulness. The working of both institutions has been harmonious and encouraging.

The circular on Township Boards was submitted at nearly if not all annual meetings, but only to be rejected. "We prefer to hold to our present system" is the common decision, though two or three meetings voted in favour of Township Boards. The opposition to these is nearly as general as in 1874, when township meetings were called by me for their discussion, though the language used is more temperate.

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#### COUNTY OF SIMCOE—NORTH.

##### *Extract from Report of J. C. Morgan, Esq., Inspector.*

I cannot but think, an opinion shared by most of my brother Inspectors, that it would be a great improvement were you to make the school year close at the midsummer vacation. At present our reports, etc., are required just when the schools are fullest, when an Inspector's time can be employed among them to the best advantage, and when, by reason of good roads, he can do his travelling best. At midsummer the schools are small, younger pupils are alone attending, the vacation is long, and an Inspector could therefore attend to his reports with least detriment to the due performance of the other and more important duties of his office. A feeling is gathering strength that changes of teachers should be made, when made at all, in July, *i.e.* before the long vacation, and this would be facilitated were the school year made to begin and end at that time. Your Inspec-

tors owe you a debt of gratitude for relieving them from the special reports, which have hitherto taken up a great deal of time without a corresponding benefit. The annual reports too, sent in by the trustees, are, in many cases, painfully inaccurate, sometimes culpably incorrect. It is no uncommon thing for an Inspector to have to correct portions of fully one-half the reports (from data in his possession) before copying them on the township report.

The doing away with the special reports leaves me somewhat more free to make my inspections according to a mode which I have for some time used as preferable to the ordinary method. Believing that the mere finding out the educational status of a school, or of the individual pupils, was *per se* of little practical benefit, but that the important point was to note defects in the school and remedy them, I have done but little *examining* this year. Instead of that I have requested the teachers to *teach* the several classes, taking, in every case, the lesson for the day, and reserving to myself the right to put any questions I liked when the lesson was over. I have meanwhile entered on a duplicate book every defect in teaching or management that I noticed, with modes of remedy or improvement, and I have given the teacher one copy, the other remaining in my book. It is manifestly easy to note, during the second inspection, whether or not the hints have been acted upon. It is the verdict of the teachers that they have derived more benefit from one inspection under this method, than from three under any other, whether by myself or by any other Inspector.

The summary and township reports give so full an account of the condition and improvement of the schools that any extended notice would be superfluous. I may mention, however, as evidences of improvement: (1) a greater permanence of teachers; (2) increased salaries; (3) the very general employment of teachers of higher grades; (4) better equipment of school-houses; all the above showing a decided change for the better throughout this district.

The towns of Orillia and Barrie, during 1879, put their schools under the guidance and control of the County Inspector. I hope by this step to be able to bring about a greater uniformity of management throughout the schools, a step which, taken with the simultaneous examinations for uniform promotion, which we confidently expect to hold this year, will do much to raise the standard of the schools generally.

The character of the teaching is much improved, a result due very greatly to the influence of the Model Schools. These, however, fail to satisfy the great expectations entertained about them, fail, not through the fault of the Model School masters, who are earnest, able men, for the most part labouring diligently and intelligently; fail, not through the carelessness remissness of the students-in-training, but fail because the time allowed for training is much too short. Now that there are so many teachers unemployed throughout the country, that there need be no fear of schools being closed for want of teachers, the Model School term should be at least twice as long as it has been. In some quarters, I am aware, it has been suggested and urged too with much ability, that this training should be left to the High Schools. So long as these are working under the high pressure system which obtains in most of them, this would be quite impossible; under any circumstances their hands would be quite full; and besides, the advocates of this idea, forget that the character of the teaching which most High School masters have received themselves and which they daily impart, is not only unconnected with, but often utterly distinct from the style which must be pursued by the teacher of a rural school. What is wanted is a *Model School term of half a year, with a searching and practical examination at its close.*

It may not be amiss to mention here two means which, at an expenditure of a small pecuniary amount, and of a much larger measure of time, I am adopting as a humble endeavour to stir up an *esprit de corps* among my teachers, and so to improve the schools.

1. I write every week for four newspapers within this Riding, an article on some practical subject connected with a teacher's work, viz., modes of management, hints on difficult questions, the correction of errors in teaching, the latest modes of teaching certain subjects, etc., etc. These are read by all my teachers and by many others, and have, I venture to believe on the testimony of many teachers, proved of value.

2. To any one conversant with County Conventions of teachers, the fact must be ap-



parent, that these institutions fail to reach the very teachers who stand most in need of the benefits to be derived from them—I mean of course the young and inexperienced. Such teachers rarely can be prevailed upon to speak, to ask questions, to state difficulties, in fact to take an active part in the Convention. I have, therefore, held a Convention for each township one Saturday in each half-year, and although, of course, it entails a great amount of additional labour, the benefits have been so pronounced, the practical interest taken has been so marked, that I have, at the request of the teachers, made these meetings a permanency.

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#### COUNTY OF LINCOLN.

##### *Extract from Report of J. B. Somerset, Esq., Inspector.*

There has been a slight falling off in the total receipts and expenditure, owing to less being required for new school premises and additions. The expenditure for teachers' salaries, however, shows an increase again this year, indicating the continued demand for skill and experience in the teachers chosen, although from the excessive number of those holding certificates, a decrease in salary might be expected.

The system of training teachers, both for Provincial and County certificates, is bearing fruit in the general adoption of correct methods of teaching. The semi-annual meetings of our Teachers' Association, also, have done much good by disseminating information on points that many even of our older teachers had been deficient in. Our Model School work was done better this year than it had been previously. Eight teachers of the city schools were selected as model teachers to exhibit their teaching to the students and direct them in their first efforts. The criticisms were made upon the spot and the correction of errors insisted upon while the class was in hand, and this was found to effect a marked improvement at an early period of the session.

The money grants to our Association are mainly used to defray the expenses of competent persons to conduct Teachers' Institutes. We are much indebted to James Hughes, Esq., Inspector of Schools for Toronto, and Geo. W. Ross, M.P., for very valuable assistance in this respect.

During my last semi-annual visit to the schools of the county, I examined most of the classes exclusively in writing, and gave each school a mark to indicate its standing. These marks were published, the schools being grouped in townships, and sent to each trustee and teacher in the county, in time to be read at the annual meeting. The emulation produced by this course, pursued for five years in succession, is most beneficial, and has succeeded in arousing several very torpid schools. The struggle for precedence among the teachers has been wholly without bitterness, as the causes that hamper the teacher in his efforts are clearly set forth opposite the report of each school.

I would suggest the benefit that might be derived from some such system being adopted under a regulation of the Department, to apply to each inspectorial district.

The discussion regarding Township School Boards, invited by circular from the Department, has resulted in a vote adverse to the system in every section but three, viz.:—Queenston, Jordan and St. Davids. Various reasons may be assigned for this; but the principal one advanced is, that the adoption of the system would tend to take away from the people that direct control and supervision of their schools which they at present enjoy.

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#### COUNTY OF BRANT.

##### *Extract from Report of M. J. Kelly, Esq., M.D., Inspector.*

The progress of the schools, in the interval, since my last report was submitted, has been generally satisfactory, and the teachers as a body have faithfully discharged their arduous and responsible duties. The promotion of pupils from one class to another before they were fitted for the change, has been found to operate prejudicially to the interests of the

schools, not only here but in other counties; and to remedy the evil, uniform promotion examinations from printed papers have been instituted. These examinations were held simultaneously in all the schools of the county, and occupied two days. This subject I brought under the notice of our County Teachers' Institute at its session in May of last year, when it was fully discussed, and a committee appointed to prepare the papers for distribution. I confidently believe the results of these examinations will prove beneficial to the schools.

#### ESTABLISHMENT OF TOWNSHIP BOARDS OF TRUSTEES.

A circular from the Education Department accompanied the annual and semi-annual reports received before the Christmas holidays, and a copy of it was transmitted with them to each section in the county. This circular contains all the arguments commonly urged for and against the establishment of Township Boards. The arguments in favour of the change, however, were not sufficiently cogent to convince the ratepayers of the county of the immediate necessity for it, since in all but two sections, viz., No. 8, South Dumfries, and No. 12, Brantford, where a vote was taken on the question, they were adverse to it. The strongest objection to the existing system of Trustee Boards, is the inequality of taxation for school purposes in the various sections of a township; a small section with an inferior school and low priced teacher being often forced to levy a heavier rate than a neighbouring section with a superior school and a high priced teacher. This is considered by those affected unjust, and to need some remedy. In Brantford township, where the tax for school purposes is in most cases a mere bagatelle, the following were the rates levied last year: No. 1, 1 mill; No. 1A,  $\frac{3}{4}$  mill; No. 2, 1 1-7 mills; No. 4,  $\frac{1}{4}$  mill (none in 1878); No. 5, 2 5-9 mills; No. 6,  $1\frac{1}{4}$  mills; No. 7, 1 2-7 mills; No. 8, 1 mill; No. 9, 4-5 mill; No. 10, 2 $\frac{1}{2}$  mills (none in 1878); No. 12,  $1\frac{1}{2}$  mills; No. 13,  $\frac{1}{2}$  mill; No. 16,  $1\frac{1}{8}$  mills; No. 17,  $1\frac{1}{2}$  mills; No. 18, 1 mill; No. 20, 1 9-10 mills; No. 21,  $3\frac{1}{8}$  mills; No. 22,  $1\frac{3}{8}$  mills; No. 23,  $2\frac{5}{8}$  mills (none in 1878). These are exclusive of the union sections.

The satisfactory solution of the problem how to render taxation for school purposes fair and equitable has not been reached. One mode has been suggested, the success of which, however, can only be tested by experience, and which, if practicable, would not interfere with local Trustee Boards, or increase the township expenses. The Secretary-Treasurer of the School Board of each section in a township, might notify the township clerk of the amount required to meet the ordinary expenses of the school for the year. When these notices had all been received a uniform rate might be levied, covering the whole amount demanded, and the money could afterwards be paid by the Treasurer in accordance with the terms of the original notices. But here again local jealousies would be apt to creep in and interfere with the success of the scheme.

#### II. COUNTY TEACHERS' INSTITUTE.

The Teachers' Institute, organized here in 1872, was well attended by the teachers of the county and others, friends of education, and is accomplishing much good work. Two meetings of two days' duration each, were held during the year—the first in May, the second in the month of November. Besides the papers read and lessons given by the regular members of the Institute, valuable aid was contributed by gentlemen not immediately connected with our schools. At the May meeting, W. H. C. Kerr, M.A., barrister, of this city, read an admirable paper on "Mental Culture," Geo. A. Chase, M.A., modern language master, Galt Col. Inst., an excellent essay on "Teaching English Literature in High Schools," and Professor A. Melville Bell, of Tutelo Heights, favoured us with a capital lecture on "The Method of Teaching Reading in the Public Schools." This last has been since published in pamphlet form for the benefit of teachers. At the November meeting the Rev. R. Cameron, M.A., read a well considered paper on "The Moral Power of the Teacher." The membership is over 100, and the amount of fees collected was \$29.70. The library connected with the Institute contains over 200 volumes, chiefly treating of educational topics, and is patronized by a large number of teachers. It contains, besides, the best British Reviews and Magazines, and the best English and American educational periodicals.



### III. HIGH SCHOOL ENTRANCE EXAMINATIONS.

Two examinations for entrance were held during the year, in the months of July and December, at the Brantford Collegiate Institute; 87 passed.

### IV. INTERMEDIATE SECOND AND THIRD CLASS TEACHERS' NON-PROFESSIONAL EXAMINATIONS.

The number of Intermediate and second-class candidates who presented themselves at Brantford was 92. The number passed 45. 56 third-class candidates wrote at the non-professional examinations in July, and 17 passed.

### V. COUNTY MODEL SCHOOL.

This school was in session during the months of September and October; 23 students attended the professional course, all of whom passed.

### VI. TEACHERS' CERTIFICATES, SALARIES, ETC.

The number of teachers employed in the rural schools of the county in 1879, who held first-class Provincial certificates, was 4. These were employed in S. S. Nos. 2 and 10 S. Dumfries, and Nos. 17 and 22, Brantford. The number with second-class Provincial certificates was 38; with old County Board first-class certificates, 7; with new County Board third-class certificates, 23.

The number of certificated teachers now in the Province is far in excess of the demand, and the result is that teachers' salaries are declining. Third-class certificates are happily dispensed with now altogether, and with the present efficiency of the High Schools and Collegiate Institutes, a sufficient number of Intermediate candidates can be prepared for professional training in our Normal Schools to supply the wants of the country for years to come. Besides ensuring the schools a better class of teachers, the Province and the counties will thus save a considerable sum of money annually.

The salaries of teachers were slightly less than they were in 1878.

### VII. SCHOOL POPULATION, CLASSIFICATION AND STUDIES.

The total number of pupils enrolled was 4,995, number of boys 2,751, of girls 2,244. The average attendance the first half-year was 2,402, the second half-year it was 2,140.

### VIII. SCHOOL LIBRARIES.

The total number of volumes in the school libraries of the county is 4,835, and of these 7,847 were taken out by the pupils during the year. Of the value of these libraries too much cannot be said. They serve to supplement and extend the instruction of the schools, and under the control of intelligent teachers are calculated to advance greatly, not only the education of the young, but of the public generally. Many a lad has been incited to increased effort and ultimately led on to fame and fortune, by the perusal at the appropriate time, of a healthy and inspiring book. Thierry, the great French historian, tells us in his preface to the "History of the Norman Conquest," that he was induced to write that standard work, by reading Sir Walter Scott's novel of "Ivanhoe."

### IX. CONCLUSION.

The County Teachers' Institute, the professional library, the annual promotion examinations, with the visitation and inspection of the schools, serve to keep up an interest in the cause of learning. The profoundest English statesman of the last century, defined education as the cheap defence of nations, and therefore it is that in all civilized countries some public provision is made for its support and encouragement. Now, our educa-

tional system, though admirable in its outlines, is not yet perfect in all its details, and there is some danger that in striving to complete the latter, as the Local Legislature is doing every session, its symmetry, as well as its usefulness, may be marred instead of improved. It would be well to let the school law rest for a while and give the public a chance to understand it. That our schools of all grades in this Province have increased in efficiency during the past ten years, is a fact that admits of no contradiction. The High Schools have advanced as rapidly as their best friends could wish, and the Public Schools, influenced in some degree at least by them, have likewise made encouraging progress. The work done in both classes of schools is more uniform than it had been previously, and is more uniformly well done, the supervision is better, the organization, the grading, the modes of teaching, and the methods of examination have brought about a complete revolution in our system of public instruction. From the information I have received from other parts of Ontario, either from persons well informed on the subject, or from personal examination, I consider that the county of Brant, in the matter of elementary and intermediate education, is behind no other county in the Province.

#### CITY OF BRANTFORD.

The Public Schools in the City of Brantford have made satisfactory progress during 1879. As the work of each year is but the repetition of that of the preceding one, it ought to be constantly improving. Experience has, however, taught most people that this repeated travelling over the same ground becomes exceedingly monotonous after a time, and is apt to lead to sluggishness and mental apathy. Only by a variation of the time table, the occasional change of subjects, but above all the enthusiasm and energy of the teacher himself, can these be avoided. During the last ten years our principal aim here has been to train up pupils for the High School Entrance Examinations. The result has undoubtedly been beneficial to the Collegiate Institute, but whether or not it has been so to our Public Schools, is open to debate. A number of those who pass the examination every half-year, decline to enter, their parents probably being unable to supply them with the necessary fees and books. These remain often in the first division of the Central School and go over the work again that they had just finished. To remedy this evil a Sixth Class might be formed for more extended and higher instruction in English, science and mathematics. This would, however, necessitate the employment of an additional teacher.

#### COUNTY OF GREY—EAST.

*Extract from Report of Andrew Grier, Esq., Inspector.*

There were 57 Public School teachers employed in my Inspectorate during the year 1879, 24 of whom held second-class Provincial certificates, 4 first-class old County Board certificates, 25 new County Board third-class certificates, and 4 special certificates.

New life has been infused into our rural Public Schools through the County Model Schools. The Normal Schools are now the centres which supply the County Model Schools with well trained and qualified teachers, who prepare and train our third-class teachers for their work. Formerly, under the old system, the cities and towns reaped the whole benefit (with a few exceptions) derived from the improved methods of teaching adopted in the Normal Schools.

Under the County Model School System, the remotest rural Public School section, in the most distant county in the Province, has all the advantages of the improved methods fresh from the Normal Schools within its own section, and all the children in Ontario can now avail themselves of the privileges of our improved educational system, formerly enjoyed almost exclusively by the cities and towns.

If the sessions of the County Model Schools were made three months in place of two, and the passing of the Intermediate Examination papers be the qualification exacted for

third-class teachers, these changes would, in my opinion, be less expensive to the county corporation, and more satisfactory to the candidates for certificates. All third-class certificates would then represent the same standard of qualification.

The Teachers' Association of this Riding held two sessions during the past year, was well attended by the teachers and the friends of education, is doing a good work, and will be a great benefit to the profession. The municipal corporation of this county refused pecuniary aid, and the only money received was the Legislative grant, which was paid in full.

The Public Schools of the town of Meaford have been under my supervision for the year 1879.

#### COUNTY OF GREY—SOUTH.

##### *Extract from Report of W. Ferguson, Esq., Inspector.*

On previous occasions I have referred to the more substantial and material progress made throughout my Inspectorate. I need here only remark in addition, that other two neat and commodious brick school-houses have been erected during last year, one in Union Section No. 1, Artemesia and Glenelg (Markdale), the other in Section No. 1 Bentinck.

Each ordinary Public School has been twice visited during the year, in a few instances oftener, unless the school was at the time temporarily closed, or, as in one or two cases, where for a time no legally qualified teacher was employed. In accordance with the regulations, each Roman Catholic Separate School was visited once during the year.

In consequence of the late monetary depression, there was no enforcement of the regulations relating to the few cases of inadequate accommodation, till the crisis should be fairly past.

I am happy to report further that, not only in general has improved accommodation increased, but also the work of the teacher, as well as of the trustee, has been marked by progress. The special training of our teachers, in our Provincial and County Model Schools, and the selection of the "fittest," are producing marked improvements, both in the amount of work done, and in the manner of doing it.

Without referring in detail to the several instances of improvement, I would merely allude to an increased aim to secure two veritable accomplishments in their pupils, namely, first, that graceful and conversational style of elocution which renders the exercise as interesting to the reader himself as it is pleasing to the listener; and second, that plain, yet neat style of penmanship by which the written thoughts of another may be read with such facility as to render it an actual pleasure.

It is a noticeable coincidence that these two accomplishments combined, are usually found in schools in which a larger number of subjects is included in the regular course of study, and not in sections where all school instruction is confined to the three R's.

During the year there were 101 schools in operation, with 9 additional departments, employing 110 certificated teachers (47 being female), besides a few monitors.

There were employed in this Riding, first-class, 1; Provincial second-class, 25; new third-class, 76; old County first-class, 3; old County second-class, 2; and with temporary certificates, 3.

There were nearly one thousand more boys than girls in attendance at school, the numbers enrolled being 5,526 boys and 4,562 girls, total 10,088, while the seating accommodation is reported for 6,788 pupils, or about 67 per cent. of the enrolment.

The numbers in the respective classes were as follows:—First Class, 3,291; Second Class, 2,616; Third, 2,702; Fourth, 1,335; and Fifth, 144.

The estimated value of school property is \$60,605.

The highest salary paid to a male teacher was in the township of Normanby, \$525.

The lowest salary to a male teacher was in the township of Glenelg, and was only \$262, and the average salary to male teachers was \$278.25.



## THE TOWN OF DURHAM

Has a staff of three teachers, the Principal holding a first-class Provincial certificate, and two assistants, each with a Provincial second-class certificate, who have been unostentatiously and steadily doing real and progressive work.

The school-house is a substantial brick building of two stories, with two class-rooms in each—the Senior department being furnished with patent seats and desks; and the Primary department is arranged in gallery, style but the long seats will shortly be replaced by the patent Bennett seat and desk.

The work done in this school, as to the manner and the matter, deserves “honourable mention.”

## COUNTY OF LAMETON—DISTRICT No. 1.

*Extract from Report of Charles A. Barnes, Esq., Inspector.*

The work that has been done in the schools has been very satisfactory, considering the disadvantages to which many teachers were subjected. The attendance has been very irregular, owing in some measure to sickness, and contagious diseases that prevailed, and also owing to indifference on the part of parents.

Some new school-houses have been erected and others will in all probability be built during this year; in fact the desire of all concerned to comply with the requirements of the law is all that can be expected. They also in most cases manifest a spirit of liberality, in supplying all requisites for the schools, which is worthy of all praise.

## CITY OF LONDON.

*Extract from Report of J. B. Boyle, Esq., Inspector.*

## READING CLASSES.

It is in the first of these classes that we have an exceedingly small daily average, sometimes only amounting to 50 per cent. But as many of these are of an age that renders their attendance at school under any circumstances a doubtful good, the irregularity is not quite so much to be regretted. It is worthy of serious consideration, that 30 per cent. of the whole number of pupils entered on the school registers during the year, were found in the very lowest classes, and these may be represented as principally composed of children of five, six, and a comparatively small number of seven years of age. Now, viewed in the light of individual and national advantage, and exclusive of all considerations of school economy whatever, it is a question whether the education of such children should be attempted under our present system, and with such an organization as that of ours. They who give some weight to the laws of physiology and hygiene, will likely condemn the practice; the principle of economy goes in the same direction, while the direct advantage, in an educational point of view, is, to say the least, extremely doubtful. It may be assumed as certain that were statistics carefully and extensively compiled on this subject, they would prove that, in an education extending from the ages of seven to fourteen inclusive, the result would be more satisfactory in point of intellectual training, than would the result of the same means and appliances continued from five to fourteen, with a vast difference in favour of health, strength, and mental vigour. While, therefore, the greater part of this 30 per cent. of the children attending our schools require to be furnished with class-rooms, desks, seats, teachers and attendance, the advantage to society, as well as to the individuals in after-life, is exceedingly doubtful, and the question will ere long obtain a greater degree of attention from educationists and legislators than it has received in the past, as every year adds force to the opinion that physical training has been too much and too long neglected; then as respects mental culture, it cannot require much thought to bring about the conviction, that the attendance which indicates 50 per cent. extending over a period of two years, on the part of a child of five or six, cannot be expected to produce as good results as even 80 per cent. on one year's attendance on the part of a child of seven, while the latter will cost the community little more than half the amount.



Much irregularity still prevails in respect to the punctual attendance of the children at the hours of opening the schools, both in the morning and afternoon. This want of punctuality is a serious defect, as it interferes not only with the progress of the scholar, but with that of the class, and becomes a source of extreme annoyance and distraction to the teacher. When boys are dropping in at any time during the first half hour, and sometimes later, it interferes with the work, distracts attention, retards progress, and to a greater or less degree lowers the moral tone of the class. There is little doubt that the fault lies chiefly with the parents, whose duty it is to see that their children are started off to school at the proper time, that no frivolous matter is permitted to interfere with the child's punctual attendance, and that parental influence goes hand in hand with the teacher's in enforcing this duty, in impressing upon the mind of the child the importance of regularity in this respect, and in the forming of habits so essential to his own success in life. Were the regulations of the Department of Education on this particular point carried out strictly, an end would soon be put to this irregularity, and cases of lateness would become rare indeed. But so long as the opinion prevails that children may come and go pretty much as they please, it is vain to expect much improvement in this matter. Experience is better than theory, and experience proves that where judicious, stringent regulations are consistently enforced, this great evil is reduced to a minimum. Where the domestic discipline is lax and the parents indifferent, the very best teachers have failed, and will fail, in securing that punctuality which is so much desired.

The written examinations held during the year, in addition to those made monthly by the teacher of each division, were three—two for promotion and one public, at midsummer. In addition to these was the semi-annual examination for entrance to the Collegiate Institute. In the two former the questions were prepared by the Inspector, and the work was done in each class under the personal supervision of the teacher who was to receive the successful candidates, and the papers examined by the same party. In this way the examination is more strictly conducted; the teacher must be satisfied with the pupils promoted into his class, and there is scarcely room for either favouritism or partiality to affect the result. In the two entrance examinations 350 candidates were examined, and 166 passed by the local Board of Examiners, and all these were confirmed by the action of the Central Committee.

The work done in the various classes has been highly satisfactory, and the result of the semi-annual examinations for promotion shows this very clearly. To those who are not aware of the fact, it may be necessary to state here, that our Public School course is only extended so far as to cover the ground required to pass the entrance examinations for High Schools and Collegiate Institutes. Up to the present time the youth of the city have been sent to finish their education in the Collegiate Institute, even when nothing beyond a preparation for commercial and mechanical pursuits was required or desired by the parents or guardians of the children.

At the last examination, the reading, spelling and writing were above the average, and in some of the classes exceptionally good, taking into account the ages and grades of the scholars. Great credit is therefore due to the teachers, as a body, for the progress made in their respective classes, and for the general good order and discipline maintained in the schools.

The question of Music in our Public Schools ought not to be overlooked. No part of the course is more interesting than this, and with the great majority of the pupils no part of their studies is more popular. In every country, whether in the old or new world, which possesses a national system of education, we find the teaching of at least vocal music amply provided for. In these countries, Normal Schools and Training Colleges would not be considered to perform their whole duty should they fail in imparting a theoretical and practical knowledge of music; and in the Normal Schools of Ontario the strictest attention is paid to this part of their work. In our own schools in this city, the Board of Education has brought musical instruction of a high order within the reach of all the children of such an age as enables them to profit by such teaching. Under the skilful training of Mr. St. John Hyttenrauch, the pupils are taught the principles of music. The greatest care is taken in the practice of the art; they are taught to read at sight, to sing at sight, to analyze any piece of music placed before them, and transpose from one

scale to another with ease and accuracy. The selection of pieces is made with great care, and both the music and words are designed to cultivate the taste, elevate the moral tone of the pupils, and infuse a spirit of patriotism that cannot fail in producing a good effect upon their after-life.

#### TOWN OF GODERICH.

##### *Extract from Report of J. R. Miller, Esq., Inspector.*

Referring to Public Schools in the Town of Goderich during the year 1879 I have the honour to report steady progress and evident improvement in the most important essentials. In 1872 the percentage of attendance was  $74\frac{1}{2}$ ; in 1879,  $81\frac{7}{8}$ .

The promotion examinations, conducted by the Inspector semi-annually, in writing, so far as possible, are year by year producing greater benefits to all concerned, and the foundation is thus thoroughly laid for a good liberal education. In May, of the 764 on roll, 701 presented themselves for examination, and 277 passed the required test, the average percentage of marks being  $72\frac{1}{2}$ . In December, 686 of the 730 enrolled during the month, were examined and 254 were promoted, the average per cent. being  $74\frac{1}{2}$ .

The number promoted to High School during the year has been larger than usual—the number in June being 17; December, 24; total, 41. The graduates of the schools have done well in High School, University, and at professional examinations, in every instance.

The accommodation has been much improved in St. Andrew's Ward School by the addition made to it during the summer holidays. The accommodation is now all that can be desired, and quite adequate for all of school age within the town. The wants of the schools have been well supplied by the Board of Trustees, which at all times does all within its power to make the schools efficient. It is with pleasure I note the fact, that during the year several second-class teachers were appointed in place of those holding third-class, retiring. There are at present 9 teachers who hold second-class or Intermediate certificates in the employ of the Board.

The Library, as usual, has been well used by all classes of the people, a large number of books having been taken out weekly.

Upon the whole I beg to report a very satisfactory year's work.

#### DISTRICT OF NIPISSING.

##### *Extract from the Report of R. G. Scott, Esq., Inspector.*

The only school in the District of Nipissing is situated at the village of Mattawa and is taught by the nuns, though children of all denominations are admitted. Besides the English-speaking children, a number of French and Indians attend. At my visit in May last I found 46 present. Of these 21 spoke French only. The proficiency of the rest was very creditable, considering the circumstances of the school.

There is no doubt the school is doing a useful work in that remote locality, and is well deserving of substantial support from the Department.

The discipline of the school was remarkably good, the answering of the pupils prompt, and generally accurate, and the whole condition of the premises internally reflected the highest credit on those in charge.

#### DISTRICTS OF ALGOMA AND PARRY SOUND.

##### *Extract from Report of P. Alvan Switzer, Esq., Inspector.*

#### DISTRICT OF ALGOMA.

*Examination.*—The first regular examination for this District was held at Manitowaning in the month of September, at which I was very materially assisted by Robert Little, Esq., P. S. Inspector of Halton. Nineteen candidates presented themselves, and obtained special certificates, for periods varying from one to three years, according to experience in teaching, and proficiency in attainments.

*School Sections and Teachers.*—There are 34 school sections and 2 Municipal Boards, viz., Sault Ste. Marie and Shuniah, in all equivalent to 43 sections. In these there were employed during the year, 31 teachers, of whom 26 were employed the whole year, and the remaining 5 the last half. The average salary paid male teachers was \$433.48; female teachers, \$270.63. Total amount paid teachers during the year \$6,738.76, exclusive of Shuniah.

*School-houses.*—Of the 30 school-houses, 16 are log; 13 frame; 1 brick; 26 are freehold and 4 rented; value of school property, \$21,483. The amount of property assessed for school purposes (including Shuniah, 1878) was \$969,344; the amount received for school purposes (Shuniah, 1878), \$20,802. The balance in hand for 1880 amounts to \$1,304, and the indebtedness \$2,563.

*Pupils.*—There were 1,752 pupils enrolled during the year, with an average attendance the first half-year of 622; the second half of 486, (Shuniah not reported the second half-year).

*Visits.*—During the last half of the year I visited and inspected every school in operation in the district, with the exception of the school at Thessalon River. Difficulty in obtaining a boat, and the necessity of reaching Manitowaning in time for the examination, compelled me to pass this school.

#### PARRY SOUND PUBLIC SCHOOLS.

I commenced the inspection of the schools in this District about the 20th of October, having previously, in connection with Mr. J. R. Miller, P. S. Inspector of South Huron, held an examination in August, at which 28 certificates were issued to candidates.

*School Sections and Teachers.*—There are in this District 45 school sections, of which 23 engaged teachers during the year. There were employed 24 teachers. The average salary paid male teachers was \$341.25; female, \$229.18. The total amount paid teachers during the year was \$4,146.05.

*School-houses.*—Of the 23 school-houses, 15 are log and 8 frame; 21 are freehold and 2 rented; value of school property, \$7,474. The amount of property assessed for school purposes was \$420,914; amount received for school purposes, \$7,133.13; balance for 1880, \$744.37; indebtedness, \$1,266.64.

*Pupils.*—There were enrolled during the year 890 pupils, with an average attendance the first half-year of 369, the second half of 399.

*Visits.*—During the last half-year I visited every school in operation, besides many sections in which school-houses were being built.

*Remarks.*—Throughout both districts I found a very great interest in school matters, with very few exceptions the people being willing to tax themselves heavily, that their children might enjoy the benefits of an education. In many of the sections now without schools, houses are being built, and as a consequence a large number of new schools will be opened during 1880. An increase of 20 schools is confidently expected.

The aid granted from the Poor School Fund is received with satisfaction, and the feeling is general that the Education Department has adopted a liberal policy towards the schools in the districts.

The prospect of having two inspectoral visits during the year has also been received with satisfaction, although each district feels that the time cannot be far distant when the increasing number of schools will demand the services of a resident Inspector in each district.

#### PARRY SOUND INDIAN SCHOOLS.

*Schools.*—There are at present three schools under my supervision, viz., Ryerson School, No. 1 (Parry Island); Hodgins School, No. 2 (Shawanaga); and Miller School, No. 3 (Henby Inlet). Another school-house is in course of erection on Parry Island, about five miles from the site of the present one.



*School-houses.*—The school-houses are neat, substantial, hewed log buildings, capable of seating comfortably about 40 pupils each, and erected as far as possible by Indian labour, under the direction of the Superintendent of Indians, Captain Skene, whose exertions and interest in the welfare of the Indians have, more than anything else, contributed to the establishment and success of these schools.

*Interest in Education.*—To show the interest the Indians have in the education of their children, I need only mention a few facts :

(a) In 1878-9 there was only one school in operation ; in 1879-80 there are three, with a prospect of two additional ones before the close of the year.

(b) In Parry Island School (Ryerson), the chief of the band is both a pupil and also a trustee.

(c) Chief James, of Shawanaga, writes that his people are delighted with the success of their teacher, Miss Amelia Chechock, who has commenced to teach plain needlework to the little girls.

(d) Chief Wagemakkay, of Henby Inlet, assured me of his intense personal interest in education, and promised to do all in his power to encourage and induce regular attendance.

(e) The people of each band have voluntarily consented to have \$100 per annum deducted from the aggregate of their annuities, to assist in paying the teacher.

*Indian Teachers.*—As yet there has been some difficulty in obtaining suitable teachers. Mr. Elias, a missionary among the Indians, was first engaged to teach on Parry Island, but his missionary work interfered so materially with his school duties that it was thought advisable to supersede him by engaging Miss Eliza Tobias, who had previously attended the Munceytown Institute. The change has been beneficial. Miss Amelia Chechock, also of the same Institute, is teaching at Shawanaga with success. Mr. Enoch Monague is the teacher at Henby Inlet, but his limited knowledge of the English language will necessitate a change as soon as another teacher can be obtained. I may here remark that these teachers have no regular certificates, but I trust the time is not far distant when the Indian schools will be taught by regularly certificated teachers.

*Report of P. A. Surfer, Inspector*  
1879



X.—TABLE H.—The

HIGH SCHOOLS.	COUNTIES.	MONEYS.							
		RECEIPTS.							
		Legisl'tve Grant for Masters' Salaries.	Legisl'tve Grant for Maps, Ap- paratus, Prizes and Libraries.	Municipal Grants.	Fees.	Balances and other Sources.	Total Receipts.		
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Alexandria .....	Glengarry .....	460 25	12 00	1325 00		547 50	2344 75		
Almonte .....	Lanark .....	718 00	35 00	2199 75	57 50	840 81	3851 06		
Arnprior .....	Renfrew .....	592 00		750 55		609 38	1951 93		
Aylmer .....	Elgin .....	602 12		1076 00		103 61	1781 73		
Barrie .....	Simcoe .....	746 36	26 00	1558 36	33 50	9013 41	11377 63		
Beamsville .....	Lincoln .....	555 62		581 25		179 13	1316 00		
Belleville .....	City .....	595 00		1771 75	200 00		2566 75		
Berlin .....	Waterloo .....	852 25	15 57	2352 25	264 00	1169 77	4653 84		
Bowmanville .....	Durham .....	851 75		2851 75		534 18	4237 68		
Bradford .....	Simcoe .....	479 25	5 00	974 25	128 00	1746 51	3333 01		
Brampton .....	Peel .....	763 00		2202 74		85 73	3051 47		
Brantford .....	City .....	2349 00	79 15	5000 00	3026 35	3011 78	13466 28		
Brighton .....	Northumberland .....	509 50	5 00	1009 50		334 10	1858 10		
Brockville .....	Leeds .....	570 36	13 95	3500 00	99 75	592 74	4776 80		
Caledonia .....	Haldimand .....	608 62	8 25	1384 62	127 50	118 65	2247 64		
Campbellford .....	Northumberland .....	551 75		400 00		551 75	1503 50		
Carleton Place .....	Lanark .....	472 00		672 00		740 65	1884 65		
Gayuga .....	Haldimand .....	477 00		954 00		187 80	1618 80		
Chatham .....	Kent .....	679 00	30 00	2190 95	361 00	183 20	3444 15		
Clinton .....	Huron .....	847 75	84 40	1850 00	706 25	900 16	4388 56		
Cobourg .....	Northumberland .....	1620 00		1800 00	818 50	2380 34	6618 84		
Colborne .....	Northumberland .....	467 50		445 00		4793 63	5706 13		
Collingwood .....	Simcoe .....	1854 87	167 11	3054 87		9218 68	14295 53		
Cornwall .....	Stormont .....	536 75	32 38	2430 40	101 50	949 87	4050 90		
Drummondville .....	Welland .....	460 25		1360 25		536 48	2356 98		
Dundas .....	Wentworth .....	570 75	8 25	570 75		1200 27	2350 02		
Dunnville .....	Haldimand .....	516 86		602 00		1140 63	2259 49		
Elora .....	Wellington .....	649 50	25 00	535 00		1019 31	2228 81		
Farmersville .....	Leeds .....	642 36		324 50		2371 94	3338 80		
Fergus .....	Wellington .....	734 86		1036 80		915 80	2687 46		
Galt .....	Waterloo .....	1709 86		1709 86	4104 95	468 73	7993 40		
Gananoque .....	Leeds .....	499 61		1133 59		416 76	2049 96		
Goderich .....	Huron .....	798 50	15 00	1667 50		484 38	2965 38		
Grimshy .....	Lincoln .....	490 50		847 50		217 75	1555 75		
Guelph .....	City .....	736 12		5613 69		3174 20	9524 01		
Hamilton .....	City .....	2510 75	60 55	11763 79	1658 17	478 03	16471 29		
Hawkesbury .....	Prescott .....	515 00		915 00	7 00	128 00	1565 00		
Ingersoll .....	Oxford .....	612 25		1944 06	3 50	444 67	3004 48		
Iroquois .....	Dundas .....	549 36		809 31	105 00	19 73	1483 40		
Kemptville .....	Grenville .....	452 75		882 00			1334 75		
Kincardine .....	Bruce .....	626 12		1130 00		228 99	1985 11		
Kingston .....	City .....	1485 50	6 25	1950 00	1069 26	679 33	5190 34		
Lindsay .....	Victoria .....	586 62		1701 54		215 04	2503 20		
Listowel .....	Perth .....	581 62		1616 62	3 00	7 39	2208 63		
London .....	City .....	1009 25		6000 00	333 00	769 01	8111 26		
Markham .....	York .....	546 00		700 00	239 00	154 24	1639 24		
Mitchell .....	Perth .....	610 75		1130 75		207 74	1949 24		
Morrisburg .....	Dundas .....	586 60		900 00		112 00	1598 00		
Mount Forest .....	Wellington .....	622 75	39 90	1963 15	340 00	310 50	3276 30		
Napanee .....	Lennox .....	625 86		3942 60		345 13	8021 59		
.....	Addington .....	532 00		1379 05		200 00	2111 05		
.....	Durham .....	497 50	9 20	950 00		245 88	1702 58		
Newmarket .....	York .....	676 12		900 00	615 64	426 17	2617 93		
Niagara .....	Lincoln .....	544 00	18 02	825 00		390 55	1777 57		
Norwood .....	Peterborough .....	492 36		993 50		146 52	1632 38		
Oakville .....	Halton .....	504 75		1164 38		6 24	1675 37		
Oak ood .....	Victoria .....	506 12	15 73			1252 15	1774 00		
Omeme .....	Victoria .....	474 11		466 25		991 27	1931 63		
Orangeville .....	Wellington .....	503 50	8 25	925 63		84 25	1521 63		



## High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of Pupils attending.	Terms.
Masters' Salaries.	Building, Rent and Repairs.	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1474 09		24 00	843 66	2341 75	3 00	49	Free.
2039 12	600 00	77 17	95 37	2811 66	1039 40	145	Free.
1515 01			436 92	1951 93		76	Free.
1428 00	113 88		175 40	1717 28	64 45	94	Free.
2700 00	2163 36	52 50	6371 24	11289 10	88 53	160	\$2 per term.
1210 00	20 24		66 66	1296 90	19 10	50	Free.
2250 00	98 32		218 43	2566 75		199	\$4 per term; \$6 non-res.
2814 00	313 95	95 93	491 56	3715 44	938 40	137	\$3 res.; \$4 non-res., per term.
2750 00	72 30		853 55	3675 85	561 83	102	Free.
1275 03	182 00	10 00	1611 84	3078 87	254 14	55	\$3 per annum.
2610 00	56 00	60 00	267 09	2993 09	58 38	123	Free.
7352 28	188 53	267 68	5473 57	13282 06	184 22	390	\$10 residents; \$16 non-res.
1285 32		10 00	28 06	1323 38	534 72	55	Free.
2183 33	1705 79	61 65	326 02	4276 79	500 01	130	\$1.50 per term.
1931 50	11 65	25 12	149 05	2117 32	130 32	97	\$2 per annum.
1034 51	49 35		73 42	1157 28	346 22	64	Free.
1200 00	116 88		432 82	1749 70	134 95	100	Free.
1181 30	19 20		124 24	1324 74	294 06	38	Free.
2345 86	269 07	95 00	629 96	3339 89	104 26	130	\$1 per term.
2761 50	1 50	168 80	1387 77	4319 57	68 99	120	\$3.50, \$4 per term.
3905 00	46 49	21 82	2560 78	6534 09	84 75	137	\$7 & \$5 res.; \$8 & \$6 non-res.
1125 00	1778 77		2630 57	5534 34	171 79	38	Free.
4301 00	57 81	334 22	9560 08	14253 11	42 42	295	Free.
1380 00	125 03	64 76	422 70	1992 49	2058 41	60	\$1.50 for Town; others free.
1420 31	430 53		476 27	2327 11	29 87	63	Free.
1700 00		16 50	591 75	2308 25	41 77	76	Free.
1150 00	62 37	5 00	1033 69	2251 06	8 43	62	Free.
1559 90	26 24	66 75	142 87	1795 76	433 05	73	Free.
1675 00	500 00		1163 80	3338 80		123	Free.
2000 00	31 95	16 90	638 61	2687 46		89	Free.
6658 34		59 40	1130 63	7848 37	145 03	268	\$5 per term.
1485 00	2 50	9 47	52 32	1549 29	500 67	50	Free.
2346 66	222 69	40 00	325 41	2934 76	30 62	168	Free.
1362 90	31 60	43 61	111 88	1549 99	5 76	42	Free.
3250 00	5663 58		610 43	9524 01		133	Free.
12553 05	340 25	579 65	2998 34	16471 29		598	\$16 per an. non-res; \$5 & \$2 res.
1275 00		10 00	124 69	1409 69	155 31	69	Free.
1566 66	16 84		197 61	1781 11	1223 37	106	Free.
1071 56	18 82		366 93	1457 31	26 09	83	\$1 per term.
1175 00	12 73		147 02	1334 75		76	Free.
1487 50	200 40	48 66	244 32	1980 88	4 23	79	Free.
3862 11	89 98	34 13	1204 12	5190 34		184	\$4.50 per term.
2175 00	25 00		303 20	2503 20		99	Free.
1900 00	61 30		194 25	2155 55	53 08	123	Free.
6530 83			1580 43	8111 26		335	\$1.50 non-residents.
1496 50			76 27	1572 77	66 47	54	\$3 per term.
1600 00	23 25		217 79	1841 04	108 20	113	Free.
1598 00				1598 00		106	Free.
1949 84	256 61	137 40	931 57	3275 42	0 88	91	\$2 per annum.
2500 20	2 00	10 00	5366 83	7879 03	142 56	116	Free.
1796 04			215 01	2011 05	100 00	50	Free.
1135 00	138 69	18 40	131 88	1423 97	278 61	37	Free.
1700 00	237 00		389 00	2326 00	291 93	88	\$4 per term.
1285 00	196 30	106 23	188 06	1775 59	1 98	50	Free.
1417 77	48 31	19 00	147 30	1632 38		60	Free.
1400 00			275 37	1675 37		45	Free.
1276 20	30 45	31 46	53 82	1391 93	382 07	51	Free.
1193 30			736 25	1929 55	2 08	72	Free.
1300 00		16 75	155 03	1471 78	49 85	72	Free.

TABLE H.—The

HIGH SCHOOLS.	COUNTIES.	MONEYS.					
		RECEIPTS.					
		Legislative Grant for Masters' Salaries.	Legislative Grant for Maps, Apparatus, Prizes and Libraries.	Municipal Grants.	Fees.	Balances and other Sources.	Total Receipts.
		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Orillia .....	Simcoe .....	551 50	43 92	1551 50	200 75	590 70	2938 37
Oshawa .....	Ontario .....	817 00	21 73	1761 40			2600 13
Ottawa .....	City .....	1760 36	22 00	7913 88	2277 05	74 74	12048 03
Owen Sound .....	Grey .....	929 62		2315 47		11602 72	14847 81
Pakenham .....	Lanark .....	519 25		919 25		269 59	1708 09
Paris .....	Brant .....	549 12		1300 00		549 12	2398 24
Parkhill .....	Middlesex .....	536 25		1012 50		104 88	1653 63
Pembroke .....	Renfrew .....	477 87	31 50	477 87		794 26	1781 50
Perth .....	Lanark .....	805 62		2550 41	432 00	2356 96	6144 99
Peterborough .....	Peterborough .....	1711 37	84 44	4060 00	744 75	311 58	6912 14
Pictou .....	Prince Edward .....	614 36		1864 36		64 51	2543 23
Port Dover .....	Norfolk .....	597 00		557 25		218 41	1372 66
Port Hope .....	Durham .....	767 00		1853 09	675 50	24 73	3320 32
Port Perry .....	Ontario .....	908 25		1958 25		508 29	3374 79
Port Rowan .....	Norfolk .....	489 50		743 52		909 26	2142 28
Prescott .....	Grenville .....	574 12	21 52	1373 75	53 00	45 00	2067 39
Renfrew .....	Renfrew .....	530 50	10 89	840 00		1127 18	2508 57
Richmond Hill .....	York .....	611 12		700 00	401 00	151 51	1863 63
Sarnia .....	Lambton .....	625 62		2094 62			2720 24
Seaforth* .....	Huron .....	285 12	118 02	7709 00	568 15		8680 29
Simcoe .....	Norfolk .....	521 50		1319 62		81 00	1922 12
Smith's Falls .....	Lanark .....	477 00		868 01			1345 01
Smithville .....	Lincoln .....	494 86	12 50	805 50		158 41	1471 27
Stratford .....	Perth .....	758 50		2047 68		13791 60	16597 78
Strathroy .....	Middlesex .....	869 50		2019 50		26 38	2915 38
Streetsville .....	Peel .....	493 00	15 00	878 00		143 54	1529 54
St. Catharines .....	City .....	2043 36	123 00	4922 00	926 50	873 54	8888 40
St. Mary's .....	Perth .....	1098 36		4300 00	25 60	4196 64	9620 60
St. Thomas .....	Elgin .....	977 25	60 00	4011 98		11 00	5060 23
Sydenham .....	Frontenac .....	665 87		1401 14		74 21	2141 22
Thorold .....	Welland .....	571 50		1931 00		6 31	2508 81
Toronto .....	City .....	2056 00	6 51	3258 00	4874 75	334 37	10529 63
Trenton .....	Hastings .....	563 62		1163 52		292 37	2019 61
Uxbridge .....	Ontario .....	678 86	5 23	1288 86		28 50	2001 45
Vankleek Hill .....	Prescott .....	584 00		584 00		438 00	1606 00
Vienna .....	Elgin .....	522 62	13 08	348 03		600 00	1483 73
Walkerton .....	Bruce .....	599 50		1954 50		7001 75	9555 75
Wardsville .....	Middlesex .....	481 50		481 50		566 50	1523 50
Waterdown .....	Wentworth .....	767 62	31 77	767 62	332 50	239 63	2139 14
Welland .....	Welland .....	588 00		588 00		12275 45	13451 45
Weston .....	York .....	572 12	5 00	1370 00		75 04	2022 16
Whitby .....	Ontario .....	842 12		2627 12			3469 24
Williamstown .....	Glengarry .....	449 00		1040 00		104 62	1593 62
Windsor .....	Essex .....	638 36		2041 20			2679 56
Woodstock .....	Oxford .....	639 62		2064 62	311 75	21 91	3037 90
Total, 1879 .....		76634 10	1346 07	190326 58	26225 67	122728 67	417461 09
Total, 1878 .....		77106 30	1796 95	202848 13	21581 20	116855 87	420188 45
Increase .....					4644 47	5872 80	
Decrease .....		272 20	450 88	12521 55			2727 36

\* Report of Seaforth covers latter half of 1878 and 1879.

† Not including \$720 paid for taking Meteorological Observations.

## High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.							
Masters' Salaries.	Building, Rent and Repairs.	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	Total Expenditure.	Balances.	Number of Pupils attending.	Terms.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
1800 00	136 63	90 84	759 87	2787 34	151 03	83	75c.; \$3 non-residents.
2350 00	5 89	43 46	200 78	2600 13		120	Free.
5775 00	1604 16	202 84	4431 27	12013 27	34 76	207	\$24 ratepayers; \$12 non-rate-
3600 00	9661 31		1586 50	14847 81		217	Free. [payers, per an.
1407 99	110 40		127 08	1645 47	62 62	34	Free.
1700 00	71 90		551 17	2323 07	75 17	61	Free.
1425 00	75 00		131 15	1631 15	22 48	71	Free.
1300 00	250 00	63 00	168 50	1781 50		71	Free.
2572 00	984 40	135 00	2132 81	5824 21	320 78	186	\$4 per term.
5068 33	700 00	168 88	911 33	6848 54	63 60	206	\$1.50 residents; \$5 non-res.
1550 90	341 73		423 56	2316 19	227 04	119	Free.
1250 00	60 42		62 24	1372 66		67	Free.
2950 00	47 55		322 77	3320 32		141	\$2 per term.
3007 62			245 63	3253 25	121 54	155	Free.
1501 23	112 51		528 54	2142 28		51	Free.
1446 14	28 77	69 12	360 38	19 4 71	162 68	82	\$1 per month to non-residents
1150 00	1152 83	21 78	161 66	2486 27	22 30	64	Free.
1533 00	61 55	103 38	132 83	1830 76	32 87	86	\$2 per term.
1962 16	38 84	107 81	611 43	2720 24		118	Free.
1978 66	6136 14	285 77	279 72	8680 29		74	\$10 per annum.
1550 00	123 10	20 00	229 02	1922 12		78	Free.
1300 00			45 01	1345 01		45	Free.
1146 51	68 04	25 00	92 88	1332 43	138 84	46	Free.
3276 80	12645 70		450 23	16372 73	225 05	208	Free.
2450 00			339 21	2789 21	126 17	181	Free.
1150 00	79 12	34 60	152 20	1415 92	113 62	34	Free.
7386 89	105 31	610 97	746 66	8849 83	38 57	323	\$3 and \$4 per term.
3433 33	72 53		5911 18	9417 04	203 56	239	Free.
3935 76	510 04	120 00	494 43	5060 23		289	Free.
1725 00	38 02		242 22	2005 24	135 98	79	Free.
1643 31	233 36	3 50	294 16	2174 33	334 48	74	Free.
9650 00	97 30	273 88	437 06	10458 24	71 39	357	\$5, \$4.37½, \$4 per term.
1345 84	122 08		179 03	1645 95	373 66	81	Free.
1915 25		35 23	50 57	2001 05	0 40	97	Free.
1113 00			276 47	1389 47	216 53	77	Free.
1285 55	98 18	26 16	73 84	1483 73		63	Free.
2233 34	1027 16		6030 25	9290 75	265 00	108	Free.
1066 66			294 38	1361 04	162 46	44	Free.
1732 00	88 16	63 54	78 47	1962 17	176 97	120	\$1.50 per quarter.
1751 36			11115 77	12 67 13	584 32	106	Free.
1300 00	478 00	10 00	117 38	1905 38	116 78	57	Free.
3061 10	64 88		343 26	3469 24		163	Free.
1414 04	23 25		109 86	1547 15	46 47	61	25c. per term, for wood.
2450 04		15 00		2465 04	214 52	111	Free.
2550 00	158 92	45 00	216 79	2970 71	67 19	134	\$1 per term.
241097 23	54274 69	5212 72	100203 36	400788 00	16673 09	12136	
223010 22	83968 96	5126 94	83904 07	396010 19	24178 26	10574	
18087 01		85 78	16299 29	4777 81		1562	
	29694 27				7505 17		



XI.—TABLE I.—The

## NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.									
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Alexandria .....		49	49	49			8	49	49	49
Almonte .....		145	145	145	145	100	40	145	145	145
Arnprior .....		76	76	76	76	42	37	76	76	76
Aylmer .....		94	94	94			26	94	94	94
Barrie .....	160	160	160	138	138		36	160	160	160
Beamsville .....		50	50	50	50		11	50	50	47
Belleville .....		199	199	199	135	130	26	199	199	115
Berlin .....		137	137	137	66	20	21	137	137	137
Bowmanville .....		102	102	50	50		30	102	102	102
Bradford .....		55	55	55	55		15	55	55	55
Brampton .....		123	123	123			35	123	123	123
Brantford .....		390	390	285		75	100	390	390	390
Brighton .....		55	55	55	55		26	55	55	55
Brockville .....		130	130		130		43	130	130	115
Caledonia .....		97	97	97	97		23	97	97	97
Campbellford .....			64	64	64		6	64	64	64
Carleton Place .....	100	100	100	100	100		100	100	100	100
Cayuga .....		37	37	37	37		5	37	37	37
Chatham .....		130	130	130	130		30	130	130	130
Clinton .....	102	120	102	102	102		55	120	90	90
Cobourg .....		117	117	95	54	30	28	130	125	125
Colborne .....		38	38	38	38		8	38	38	35
Collingwood .....		295	295	295	160		106	295	295	295
Cornwall .....		60	60	60	60	35	23	60	60	60
Drummondville .....		63	63	63			31	63	56	56
Dundas .....		76	76	76		52	76	76	76	76
Dunnville .....		62	62	51			15	62	62	62
Elora .....		65	65	60	20		20	73	70	70
Farmersville .....		123	123	123	30		38	123	123	123
Fergus .....		89	89	89	89		45	89	89	89
Galt .....		266	187	268	268	31	5	268	187	187
Gananoque .....		50	26	26	26		11	50	47	47
Goderich .....		168	168	168	50	26	77	168	168	168
Grimsby .....		42	20	42	42			42	20	20
Guelph .....		133	133	133	92		30	133	133	133
Hamilton .....		598	598	598	422	410	422	578	598	598
Hawkesbury .....		69	69	29	29	23	40	69	69	69
Ingersoll .....	106	106	106	106	35		15	106	106	103
Iroquois .....		83	83	83	50	50	8	83	83	75
Kemptville .....		76	76	76	76	76	10	76	76	76
Kincardine .....	79	79	79	79	79		30	79	79	79
Kingston .....	184	184	184	184	60	40	80	184	184	184
Lindsay .....		99	99	99	99		30	99	99	99
Listowel .....		123	123	123	95		52	123	103	74
London .....		335	335	335	335		150	335	335	335
Markham .....		54	54	54			15	54	54	54
Mitchell .....	113	113	113	113	47			113	113	55
Morrisburg .....		106	106	106	40		43	106	106	99
Mount Forest .....	91	91	91	91			10	91		

## High Schools.

## BRANCHES OF INSTRUCTION.

## SUBJECTS.

In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
.....	.....	24	49	49	5	5	.....	.....	.....	3	.....	10	3	.....
.....	.....	13	145	145	12	40	.....	.....	.....	77	.....	79	5	.....
.....	.....	76	76	76	35	35	.....	.....	.....	6	.....	15	3	.....
.....	5	94	94	94	20	23	.....	.....	.....	20	6	24	2	.....
.....	11	52	160	160	36	36	13	.....	.....	89	8	101	17	.....
.....	1	.....	50	50	11	11	.....	.....	.....	27	1	16	1	.....
.....	.....	199	199	199	23	23	.....	.....	.....	74	.....	38	2	62
.....	7	137	125	125	10	37	.....	.....	.....	21	84	47	9	.....
.....	15	102	102	102	30	30	.....	.....	.....	50	10	46	20	50
.....	2	35	55	55	15	15	5	.....	.....	15	2	24	4	.....
.....	4	123	123	123	30	30	.....	2	.....	44	.....	52	17	.....
.....	40	40	390	390	80	80	.....	6	.....	105	57	157	70	100
.....	.....	25	55	55	8	14	.....	.....	.....	16	.....	23	5	.....
.....	.....	130	130	130	19	19	.....	.....	.....	49	5	35	5	.....
.....	4	97	97	97	20	20	.....	.....	.....	36	.....	28	7	.....
.....	3	12	64	64	12	6	.....	.....	.....	18	.....	50	12	.....
.....	.....	100	100	100	7	9	.....	.....	100	20	.....	64	3	.....
.....	.....	.....	37	37	5	5	.....	.....	.....	16	.....	10	5	.....
.....	.....	130	130	130	15	20	.....	.....	.....	53	8	43	5	130
.....	25	45	120	102	45	45	.....	.....	.....	50	12	45	20	45
.....	.....	65	130	130	30	65	120	.....	.....	57	5	84	45	.....
.....	.....	.....	38	38	3	4	.....	.....	.....	18	2	17	1	.....
.....	41	295	295	295	86	86	.....	11	.....	79	16	201	21	82
.....	2	.....	60	60	23	12	.....	.....	.....	13	.....	27	5	.....
.....	.....	36	63	63	.....	.....	.....	.....	.....	33	.....	42	1	.....
.....	.....	36	76	76	5	7	.....	.....	.....	86	.....	31	5	35
.....	.....	.....	62	62	15	15	.....	1	.....	15	.....	18	.....	.....
.....	.....	60	70	74	6	19	.....	.....	.....	50	11	15	3	.....
.....	.....	.....	123	123	23	23	.....	.....	.....	25	3	49	6	60
.....	9	.....	89	89	45	45	.....	.....	.....	23	.....	93	4	.....
.....	34	34	187	268	58	58	.....	48	.....	184	40	246	37	254
.....	3	15	50	50	8	20	.....	.....	.....	28	.....	19	7	.....
.....	3	168	168	168	40	36	.....	.....	.....	82	.....	48	10	30
.....	.....	10	42	42	1	.....	.....	.....	.....	25	.....	14	2	.....
.....	4	133	133	133	16	18	.....	.....	.....	42	19	62	12	70
.....	70	578	578	578	146	132	110	54	.....	386	59	308	59	244
.....	.....	29	69	69	40	40	.....	.....	.....	10	.....	33	6	35
.....	4	25	106	106	18	18	.....	.....	.....	40	6	33	10	.....
.....	.....	.....	83	83	5	5	.....	.....	.....	16	.....	25	6	22
.....	.....	.....	76	76	3	7	.....	.....	.....	10	.....	60	4	.....
.....	6	79	79	79	22	24	.....	.....	.....	38	.....	30	6	.....
.....	.....	184	184	155	28	50	25	.....	.....	140	.....	125	45	.....
.....	.....	99	99	99	22	35	.....	.....	.....	33	.....	36	3	.....
.....	3	.....	123	123	42	42	.....	.....	.....	16	24	16	9	.....
.....	14	70	335	335	80	20	.....	.....	.....	130	15	140	22	60
.....	.....	.....	54	54	8	8	.....	.....	.....	11	.....	28	5	.....
.....	14	54	113	113	16	18	.....	.....	.....	11	54	25	.....	.....
.....	.....	106	106	106	35	38	.....	.....	.....	15	.....	23	5	59
.....	6	91	.....	.....	12	.....	.....	.....	.....	40	11	38	10	40

TABLE I.—The

## NUMBER OF PUPILS IN THE VARIOUS

	SUBJECTS.									
HIGH SCHOOLS.	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Napanee .....	116	116	116	116	102	59	51	116	116	116
Newburg .....		50	50	50	50	20	20	50	50	46
Newcastle .....		36	36	36	22		12	36	32	32
Newmarket .....		88	88	88	60		20	88	88	88
Niagara .....	50	50	50	50	50	17	6	50	43	34
Norwood .....		44	36	54	26	16	12	60	53	49
Oakville .....		45	45	45	45		16	45	45	39
Oakwood .....		51	51				10	51		
Omeme .....	72	72	31	52	31	18	18	72	49	45
Orangeville .....		72	72	72	20		17	72	71	68
Orillia .....		83	83	83			19	83	83	83
Oshawa .....		120	120	120	90		20	120	118	116
Ottawa .....		207	207	92	120		57	207	207	207
Owen Sound .....		217	217	217	87	88	57	217	217	217
Pakenham .....	50	50	50	50	19	50	22	50	50	50
Paris .....		61	61	61	48		46	61	61	61
Parkhill .....	71	71	71	71	71	71	24	71	71	71
Pembroke .....		71	71	71	40		11	71	71	71
Perth .....		186	186	186	186	147	186	186	186	186
Peterborough .....		206	206	206	68	106	21	206	206	206
Picton .....		119	119	119	84		31	119	119	119
Port Dover .....	67	67	67	67	35		20	67	67	60
Port Hope .....		141	141	130	118	95	45	141	141	141
Port Perry .....		155	155	155	84	56	70	155	155	155
Port Rowan .....		51	51	51	31		15	51	51	51
Prescott .....		82	82	82	82	78	25	82	82	80
Renfrew .....		64	64	64	55	55	9	64	64	64
Richmond Hill .....		86	86	86			26	86	86	86
Sarnia .....		118	118	118	70		88	118	118	118
Seaforth .....		74	74	74	40		74	74	74	74
Simcoe .....		78	78	78	78		51	78	78	54
Smith's Falls .....		45	45	45	45	23	29	45	45	45
Smithville .....		46	46	46	46		16	46	46	46
Stratford .....		208	208	208	208		168	208	208	208
Strathroy .....		176	181		110		47	181	181	181
Streetsville .....		34	34	34	34	30	15	34	34	34
St. Catharines .....		323	323	323	160	190	74	323	323	323
St. Mary's .....		239	80	239			120	239	239	239
St. Thomas .....		289	289	289	124	124	83	289	289	219
Sydenham .....	79	79	79	79	79	32	37	79	79	79
Thorold .....		74	74	64				74	74	74
Toronto .....	357	357	315	357	281	180	312	357	357	300
Trenton .....		81	81	81			8	81	81	81
Uxbridge .....		97	97	97	45		16	97	97	77
Vankleek Hill .....		77	77	77	6	14	6	77	77	77
Vienna .....		63	63	63		12	14	63	63	62
Walkerton .....		108	108	108	108	30	7	108	108	108
Wardsville .....		44	44				8	44	40	44
Waterdown .....		120	120	120	75		36	120	120	120



## High Schools.

## BRANCHES OF INSTRUCTION.

SUBJECTS.														
In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
3	44	116	116	15	43					5	40	45	3	56
2	30	50	50	20	20					8	6	8	1	
32	32	36	36	2	2					23	2	17	5	
	18	88	88	24	20					58		50	40	
	36	45	45							28		13		20
	45	51	60		1					31		26	2	24
	51	45	45	11						11		8	3	
	7	51	51	10	10					7		13	3	
	33	52	52	9	23					13		26	4	
	10	72	72	16	13					16	2	27	3	
	23	83	83	6	17					54		18	3	
	12	10	120	16	12					50	8	24	10	
	1	207	207	35	26					119		152	53	207
	1	217	217	57	57		4	4		51	20	89	17	40
	6	24	50	10	24							24	7	
	1	48	61	48	48					22		55		14
	1	71	71	24	24		12			26		18	5	
	1	71	71	5	2					23		41	11	
	11	30	186	40	40					71	1	70	5	
	3	4	206	21	21					79	5	84	8	55
	5	40	119	22	22					62	4	35	4	20
	11	67	67	25	23					34	5	35	3	
	22	141	141	45	45					51	6	38	12	
		129	155	75	75		34			52		48	36	
		51	51	15	15					13		18		
		25	82	17	17					35		22		26
		64	64	9	9					6		12	3	26
	7	20	86	10	16					23		41	13	
	2	90	118	18	18					68		32	4	
	3	74	74	10	46			40		70	30	63	5	
		40	78	3	3					24		27	8	
		45	45	4	24					32		12		
		15	46	8	11					7	2	22	3	29
	4	208	208	12	67					95	13	95	16	
	7	181	176	47	47					45		50	18	80
	1		34	2	4					10		15	4	
	26	323	323	74	74		4	4		132	22	156	24	183
	17	175	239	60	60					85	12	140	35	
	14	289	289	58	58					83	6	147	10	168
	3	79	76	37	37					6	1	12	4	
		26	74	26						40		34	4	
	44	44	357	38	246		84	68		222	32	246	47	250
	2		81	8	8					26	1	15	2	81
	9	50	97	15	15					30	2	41	15	
		77	77	16	18					36		32	7	
	3	15	63	12	12					15		16		29
			108	7	7					33	46	40	7	
	1	12	44	7	7					12		8	1	
	18	30	120	42	38					52	1	54	12	

TABLE I.—The

## NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.									
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.
Welland .....		106	106	102	97	.....	45	106	106	106
Weston.....		57	57	57	57	.....	12	57	57	53
Whitby .....		163	163	163	.....	20	163	163	163	110
Williamstown .....		43	43	43	40	.....	8	43	43	43
Windsor.....		111	111	111	60	22	4	111	111	111
Woodstock .....		132	132	82	58	.....	82	134	131	131
Total, 1879 .....	1797	12015	11691	11281	7171	2693	4500	12105	11761	11285
“ 1878.....	1977	10486	9844	10184	7683	2881	4011	10450	10212	9713
Increase .....		1529	1847	1097	.....	.....	489	1655	1549	1572
Decrease .....	180	.....	.....	.....	512	188	.....	.....	.....	.....

High Schools.

## BRANCHES OF INSTRUCTION.

## SUBJECTS.

In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
.....	5	42	103	103	12	12	.....	.....	.....	27	.....	67	12	.....
.....	5	57	57	57	12	12	.....	.....	57	3	.....	28	9	57
.....	7	163	163	163	20	20	.....	.....	.....	99	2	82	22	60
.....	.....	.....	43	43	1	.....	.....	.....	.....	3	.....	21	1	.....
.....	3	20	111	111	5	5	.....	.....	.....	49	2	33	2	48
.....	12	60	134	134	49	49	.....	.....	.....	17	.....	53	7	.....
6	660	6888	11873	11935	2464	2871	411	238	157	4687	729	5391	1097	2851
.....	429	5383	9855	10074	2375	2979	242	328	270	3588	516	4729	883	1822
6	231	1505	2018	1861	89	.....	169	.....	.....	1099	213	662	214	1029
.....	.....	.....	.....	.....	.....	108	.....	90	113	.....	.....	.....	.....	.....



## XII.—TABLE K.—The

## MISCELLANEOUS

High Schools.	Brick, Stone or Frame.	Freehold, leased or rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.
Alexandria .....	Brick .....	Freehold .....	1½ acres .....	14 .....	14 .....	3 .....	1 .....
Almonte .....	Stone .....	Rented .....	1 " .....	20 .....	1 .....	1 .....	1 .....
Arnprior .....	Brick .....	Freehold .....	4½ " .....	15 .....	1 .....	1 .....	1 .....
Aylmer .....	do .....	do .....	3 " .....	12 .....	1 .....	2 .....	1 .....
Barrie .....	do .....	do .....	3 " .....	12 .....	1 .....	2 .....	1 .....
Beamsville .....	do .....	do .....	2 " .....	10 .....	1 .....	1 .....	1 .....
Beleville .....	do .....	do .....	2 " .....	13 .....	2 .....	1 .....	1 .....
Berlin .....	do .....	do .....	7 " .....	16 .....	1 .....	1 .....	1 .....
Bowmanville .....	do .....	do .....	2 " .....	30 .....	1 .....	1 .....	1 .....
Bradford .....	do .....	do .....	2 " .....	10 .....	2 .....	2 .....	1 .....
Brampton .....	do .....	do .....	5 " .....	50 .....	2 .....	2 .....	1 .....
Brantford .....	do .....	do .....	½ " .....	30 .....	1 .....	1 .....	1 .....
Brighton .....	do .....	do .....	1 " .....	21 .....	1 .....	1 .....	1 .....
Brockville .....	Stone .....	do .....	1 " .....	32 .....	2 .....	2 .....	1 .....
Caledonia .....	Brick .....	do .....	1 " .....	23 .....	1 .....	2 .....	1 .....
Campbellford .....	Stone .....	do .....	1 " .....	12 .....	1 .....	2 .....	1 .....
Carleton Place .....	do .....	Rented .....	1 " .....	20 .....	2 .....	2 .....	1 .....
Cayuga .....	Brick .....	Freehold .....	1 " .....	15 .....	3 .....	1 .....	1 .....
Chatham .....	do .....	do .....	2 " .....	30 .....	2 .....	2 .....	1 .....
Clinton .....	do .....	do .....	3¼ " .....	12 .....	2 .....	2 .....	1 .....
Cobourg .....	do .....	do .....	1 " .....	30 .....	2 .....	2 .....	1 .....
Colborne .....	do .....	do .....	1 " .....	7 .....	1 .....	1 .....	1 .....
Collingwood .....	do .....	do .....	1 " .....	2 .....	1 .....	1 .....	1 .....
Cornwall .....	do .....	do .....	1½ " .....	25 .....	1 .....	2 .....	1 .....
Drummondville .....	Frame .....	do .....	2 " .....	12 .....	2 .....	2 .....	1 .....
Dundas .....	Brick .....	do .....	1½ " .....	24 .....	2 .....	2 .....	1 .....
Dunnville .....	Frame .....	do .....	1 " .....	10 .....	1 .....	1 .....	1 .....
Elora .....	Stone .....	Rented .....	1 " .....	10 .....	1 .....	1 .....	1 .....
Farmersville .....	do .....	Freehold .....	2 " .....	8 .....	1 .....	1 .....	1 .....
Fergus .....	do .....	do .....	2½ " .....	12 .....	1 .....	5 .....	1 .....
Galt .....	do .....	do .....	7 " .....	55 .....	2 .....	2 .....	1 .....
Gananoque .....	do .....	do .....	1 " .....	39 .....	1 .....	2 .....	1 .....
Goderich .....	Brick .....	do .....	1 " .....	18 .....	1 .....	2 .....	1 .....
Grimby .....	Frame .....	do .....	1 " .....	14 .....	2 .....	2 .....	1 .....
Guelph .....	Stone .....	do .....	4 " .....	10 .....	4 .....	4 .....	1 .....
Hamilton .....	do .....	do .....	1 " .....	6 .....	3 .....	3 .....	1 .....
Hawkesbury .....	Brick .....	do .....	1 " .....	21 .....	2 .....	2 .....	1 .....
Ingersoll .....	do .....	do .....	2½ " .....	20 .....	2 .....	2 .....	1 .....
Iroquois .....	Stone .....	do .....	1 " .....	15 .....	4 .....	4 .....	1 .....
Kemptville .....	Brick .....	do .....	2 " .....	24 .....	1 .....	1 .....	1 .....
Kincardine .....	do .....	do .....	3 " .....	20 .....	1 .....	1 .....	1 .....
Kingston .....	Stone .....	do .....	2½ " .....	17 .....	2 .....	2 .....	1 .....
Lindsay .....	Brick .....	do .....	5 " .....	12 .....	2 .....	2 .....	1 .....
Listowel .....	do .....	Rented .....	2 " .....	22 .....	2 .....	2 .....	1 .....
London .....	do .....	Freehold .....	2½ " .....	14 .....	2 .....	2 .....	1 .....
Markham .....	do .....	do .....	1½ " .....	12 .....	1 .....	1 .....	1 .....
Mitchell .....	Brick .....	Freehold .....	1½ " .....	24 .....	2 .....	2 .....	1 .....
Morrisburg .....	do .....	do .....	1½ " .....	8 .....	2 .....	2 .....	1 .....

## High Schools.

## INFORMATION.

Schools in which there are daily prayers.	Number of pupils who matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1		3	9		14	3	2	Andrew L. Parker, B.A., <i>Trinity</i> .
1	3	1	12		20		4	P. C. McGregor, B.A., <i>Queen's</i> .
1		4	1	2	23		2	F. F. Macnab, B.A., <i>Queen's</i> .
1	1	5	5	7	10		2	Alexander Steele, B.A., <i>Toronto</i> .
	4	6		31	3		4	H. B. Spotton, M.A., <i>Toronto</i> .
1	1	2	10	1			2	William D. Johnston, B.A., <i>Toronto</i> .
1		6	4					R. Dawson, B.A., <i>Dublin</i> .
1	4	10	8	2	33		3	J. W. Connor, B.A., <i>Toronto</i> .
1	4	4	2	6			3	William Oliver, B.A., <i>Toronto</i> .
1		3	4	4	4	18	3	Wm. Forrest, M.D., B.A., <i>Toronto</i> .
1	4						3	Cortez Fessenden, B.A., <i>Toronto</i> .
1	13	20	20	4	40		8	J. E. Hodgson, B.A., <i>Toronto</i> .
1		4	5	7	4		2	Robert K. Orr, B.A., <i>Toronto</i> .
1	1	5	2		7		3	W. H. Law, B.A., M.D., <i>Victoria</i> .
1	1		4	12	13		3	R. P. Echlin, B.A., <i>Victoria</i> .
	4	2	2		10	300	2	A. G. Knight, B.A., <i>Victoria</i> .
1		4	2	4	3		2	J. S. Jamieson, M.A., <i>Certificate</i> .
		2	4	1	6	1	2	C. W. Colter, A.B., <i>New Brunswick</i> .
1	1	4	25	10	8		3	D. S. Paterson, B.A., <i>Toronto</i> .
1	6	8	10	6	15		4	James Turnbull, B.A., <i>Toronto</i> .
1	15	4	8	9	15	51	4	D. C. McHenry, M.A., <i>Victoria</i> .
1		2	1	2			2	J. Y. Cruikshank, B.A., <i>Victoria</i> .
	4	8	14	78	24	35	6	William Williams, B.A., <i>Toronto</i> .
1	2	2	3	5	17		2	James Smith, A.M., <i>Aberdeen</i> .
1					12		2	John M. Bell, B.A., <i>Glasgow</i> .
1				10			2	Dion C. Sullivan, LL.B., <i>Toronto</i> .
1				5	15		2	C. W. Harrison, B.A., <i>Victoria</i> .
	3	5		2	10		2	George W. Field, B.A., <i>Toronto</i> .
1				23			3	A. Bowerman, M.A., <i>Victoria</i> .
1	1		6	35	6		2	E. Poole, B.A., <i>Bishop's, Lennoxville</i> .
1	5					1	7	William Tassie, M.A., <i>Toronto</i> .
1	1	2		5	6		2	Clare L. Worrell, B.A., <i>Toronto</i> .
1	2	4	2	20	6		4	Hugh I. Strang, B.A., <i>Toronto</i> .
1			5	1	6		2	Wm. Cruikshank, A.M., <i>Aberdeen</i> .
1	1	20	15	5	12		4	William Tytler, B.A., <i>Toronto</i> .
1	29	34	18	11	180		17	George Dickson, M.A., <i>Victoria</i> .
1		3	1	9	13		2	J. Arthur Houston, B.A., <i>Trinity</i> .
1	4	15	12	15	30		2	A. M. Morris, B.A., <i>Albert</i> .
1	4	4	5	2			5	W. A. Whitney, M.A., <i>Victoria</i> .
1		5	5	7			2	James A. Carman, B.A., <i>Albert</i> .
1	1	7	3	10	5		2	Benjamin Freer, <i>Certificate</i> .
1	17	20	3	6		25	5	Archibald P. Knight, M.A., <i>Queen's</i> .
1	2	6			7		3	Robert Dobson, <i>Certificate</i> .
1		6	10	5	4		3	James Crozier, B.A., <i>Toronto</i> .
1	5						7	Francis L. Checkley, B.A., <i>Trinity</i> .
1							2	E. T. Crowle, M.A., <i>Giessen, Germany</i> .
1		2	2	7	2		2	O. J. Jolliffe, B.A., <i>Victoria</i> .
1		2	3	30	12		3	Irwin Stuart, B.A., <i>Queen's</i> .

TABLE K.—The

## MISCELLANEOUS

High Schools.	Brick, Stone or Frame.	Freehold, leased or rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.
Mount Forest.....	Frame	Freehold	2 acres	1	14	1	1
Napanee.....	Brick	do	1 <sup>1</sup> / <sub>2</sub>	1	23	2	1
Newburg.....	Stone	do	1 <sup>1</sup> / <sub>2</sub>	1	17	1	1
Newcastle.....	Brick	do	1	1	17	1	1
Newmarket.....	do	do	2	1	20	2	1
Niagara.....	do	do	1	1	12	1	1
Norwood.....	do	do	1	1	12	2	1
Oakville.....	do	do	1	1	20	1	1
Oakwood.....	do	Rented	1	1	7	1	1
Omeme.....	Frame	Freehold	1	1	27	1	1
Orangeville.....	Brick	do	1	1	22	1	1
Orillia.....	do	do	3	1	9	1	1
Oshawa.....	do	do	1	1	18	2	1
Ottawa.....	Stone	do	3	1	36	2	1
Owen Sound.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	30	2	1
Pakenham.....	Frame	do	1 <sup>1</sup> / <sub>2</sub>	1	16	3	1
Paris.....	Brick	do	1	1	18	1	1
Parkhill.....	do	Rented	1	1	21	2	1
Pembroke.....	do	do	1	1	8	1	1
Perth.....	do	Freehold	5	1	26	2	1
Peterborough.....	do	do	2	1	25	2	1
Picton.....	do	do	4	1	12	1	1
Port Dover.....	do	do	2	1	36	2	1
Port Hope.....	do	do	1	1	20	2	1
Port Perry.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	22	2	1
Port Rowan.....	do	do	3	1	13	2	1
Prescott.....	Stone	do	1	1	10	3	1
Renfrew.....	Frame	Rented	1	1	7	1	1
Richmond Hill.....	Brick	Freehold	1	1	21	1	1
Sarnia.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	30	3	1
Seaforth.....	do	do	3	1	15	2	1
Simcoe.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	47	2	1
Smith's Falls.....	Stone	do	1	1	15	2	1
Smithville.....	Frame	do	1	1	14	1	1
Stratford.....	Brick	do	3	1	30	1	1
Strathroy.....	do	do	1	1	15	2	1
Streetsville.....	do	do	1	1	9	2	1
St. Catharines.....	do	do	2	1	52	3	1
St. Mary's.....	do	do	2	1	17	2	1
St. Thomas.....	do	do	2	1	18	1	1
Sydenham.....	Stone	do	1 <sup>1</sup> / <sub>2</sub>	1	16	1	1
Thorold.....	Brick	do	2	1	30	1	1
Toronto.....	do	do	2	1	26	2	1
Trenton.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	16	1	1
Uxbridge.....	do	do	2	1	25	1	1
Vankleek Hill.....	do	do	1	1	12	1	1
Vienna.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	28	2	1
Walkerton.....	do	do	1 <sup>1</sup> / <sub>2</sub>	1	15	1	1



## High Schools.

## INFORMATION.

Schools in which there are daily prayers.	Number of pupils who matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers engaged.	HEAD MASTERS AND THEIR UNIVERSITIES.
1		4	5	3	14		3	Joseph Reid, B.A., <i>Toronto</i> .
1	3	5	2	3	21		3	Robert Matheson, B.A., <i>Toronto</i> .
1		2	4	2	4		2	P. L. Dorland, B.A., <i>Albert</i> .
1	7	12	26	4			2	John R. Wightman, M.A., <i>Toronto</i> .
1		2	2		4		3	J. Morrison, M.A., <i>Acadia</i> .
1		6	3		5		2	A. Andrews, <i>Certificate</i> .
1		2	5	2	2		2	Henry B. Houghton, B.A., <i>Dublin</i> .
1		2	3	1	6		2	N. J. Wellwood, B.A., <i>Toronto</i> .
1		7	10	9			2	O. J. Brown, M.A., <i>Victoria</i> .
1							2	John Shaw, <i>Certificate</i> .
1		4					2	Lewis C. Smith, B.A., <i>Victoria</i> .
1	6	12	12	3	20		3	George B. Ward, B.A., <i>McGill</i> .
1	4	14	6	18	29	35	6	W. W. Tamblin, M.A., <i>Toronto</i> .
1	4	10	12	8	30		5	J. Thorburn, M.A., <i>McGill</i> .
1	2	3				128	2	Henry De La Matter, <i>Certificate</i> .
1		2	3	2	10		5	William M. Elliott, M.A., <i>Victoria</i> .
1		2	4	8	1		2	J. W. Acres, B.A., <i>Trinity</i> .
1		1	3	6	9		2	E. M. Bigg, M.A., <i>Toronto</i> .
1	2	5	2	2	20		4	A. McMurchy, B.A., <i>Queen's</i> .
1	4	12	20	5	15		4	F. L. Michell, B.A., <i>Toronto</i> .
1	1	6	4	16	4		6	J. F. Jeffers, M.A., <i>Toronto</i> .
1	10	2		1	8		3	J. A. Clarke, M.A., <i>Victoria</i> .
1	4	5	2		14		2	James Lumsden, M.A., <i>Aberdeen</i> .
1	4	10	8	6	16		4	A. Purslow, B.A., LL.B., <i>Victoria</i> .
1		2					4	D. McBride, B.A., <i>Victoria</i> .
1		3	2	15	2		2	W. W. Rutherford, B.A., <i>Toronto</i> .
1		2	1		22		2	M. McPherson, M.A., <i>Victoria</i> .
1	1	2	4		2		2	Charles McDowell, B.A., <i>Queen's</i> .
1		9	7	15	16		2	Thomas Carscadden, M.A., <i>Toronto</i> .
1		2	5	3	1		3	William Sinclair, B.A., <i>Toronto</i> .
1		3	6	13			2	C. Clarkson, B.A., <i>Toronto</i> .
1		1	3				2	Rev. George Grant, B.A., <i>Toronto</i> .
1							2	Jno. O. McGregor, M.A., <i>Toronto</i> .
1	3						2	A. C. Crosby, B.A., <i>Albert</i> .
1	5			3	35		4	C. J. Macgregor, M.A., <i>Toronto</i> .
1		1	1		1		3	D. A. McMichael, B.A., <i>Toronto</i> .
1	6	15	22	6	60	34	2	B. M. Brisbin, M.A., <i>Albert</i> .
1	3						8	John Seath, B.A., <i>Queen's, Ireland</i> .
1	3	50	20	5	30		4	J. E. Wetherell, B.A., <i>Toronto</i> .
1							5	John Millar, B.A., <i>Toronto</i> .
1	2		5		23		2	J. E. Burgess, M.A., <i>Queen's</i> .
1	1	4	2		2		2	Andrew McCulloch, M.A., <i>Queen's</i> .
1	10	34	2	23	62	85	9	Arch. MacMurchy, M.A., <i>Toronto</i> .
1		3	5	13	7	25	2	H. M. Hicks, B.A., <i>Toronto</i> .
1	2				30		2	John J. Magee, B.A., <i>Toronto</i> .
1	2	1		3	1		2	T. Otway Page, B.A., <i>Toronto</i> .
1		4	5	9	12		2	C. R. Gunne, B.A., <i>Trinity</i> .
1	3	5	5	15	2		3	Arnoldus Miller, <i>Certificate</i> .

TABLE K.—The

## MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, leased or rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.
Wardaville .....	Brick .....	Freehold ..	2 acres.....	1	13		
Waterdown .....	Stone .....	do ..	3 $\frac{1}{4}$ " .....	1	24	1	
Welland .....	Brick .....	do ..	1 " .....		12	1	1
Weston .....	do .....	do ..	1 $\frac{3}{4}$ " .....		20	1	
Whitby .....	do .....	do ..	$\frac{1}{4}$ " .....		58	1	
Williamstown .....	do .....	do ..	$\frac{1}{2}$ " .....	1	15	1	
Windsor .....	do .....	do ..	$\frac{1}{8}$ " .....	1	12		1
Woodstock .....	do .....	do ..	1 " .....		9	1	1
	B. S. F.	F. R.					
Total, 1879 .....	75 20 8	95 8	163 acres.	54	2020	150	53
Total, 1878 .....	74 20 10	99 5	159 "	55	2068	162	55
Increase .....	1 .. .	.. 3	4 acres.				
Decrease .....	.. .. 2	4 ..	.....	1	48	12	2





XIII.—REPORT AND SUGGESTIONS WITH RESPECT TO THE COLLEGIATE INSTITUTES AND HIGH SCHOOLS FOR THE YEAR 1879, BY THE INSPECTORS OF HIGH SCHOOLS.

(1) REPORT OF J. M. BUCHAN, ESQ., M.A., INSPECTOR OF HIGH SCHOOLS.

SIR,—I have the honour to submit a few brief general observations on the state of the High Schools during the year 1879.

In the first place it gives me great pleasure to be able to report that the High Schools, as a whole, are very vigorous and efficient. All, from the largest to the smallest, are doing valuable work. The masters are, as a rule, fairly qualified for the performance of their duties, and many of them rank high as scholars and teachers. The methods of teaching generally employed are much superior to those of five or six years ago, and the proportion of advanced pupils to beginners is much larger.

During the year very few new buildings have been erected, and very little has been done in the way of adding to or improving the accommodations. This is accounted for partly by the change in the law, which has rendered it more difficult for School Boards to raise money for such purposes, but mainly by the fact that in a very large number of places considerable sums had been spent on buildings during the preceding three years.

In the next place, though the High School system is, in general, working well, there are some defects and dangerous tendencies to which I wish respectfully to direct your attention. These are connected in some way or other with the distribution of the Government grant. The variable part of this grant is now divided according to average attendance. The average attendance at a High School depends on the wealth and populousness of the neighbourhood, and on the success of the masters in preparing pupils to pass Departmental and University written examinations. The first of these factors being practically constant, it follows that the variable part of the Government grant stimulates the local authorities to only one species of effort. If they spend time and money in improving the school grounds and the building there is no pecuniary recognition of their efforts. If drawing, phonography, music, reading, writing, or any subject that is not included in the examination programmes is taught, the pupils gain, but the school loses. The consequence is that there is a tendency to neglect these things and everything else which does not pay. So far has this tendency affected some masters that I have found them teaching French without attending to the pronunciation of their pupils. In many High Schools neither reading nor writing is taught, though there are pupils requiring instruction in these subjects. In short, under our present system of payment by results, we pay for only one result, and are in danger of reducing our High Schools to a state in which they will produce no others.

On account of the great increase in the number of pupils annually passing the Intermediate Examination, the *per capita* allowance for attendance in the Upper School has become small. Owing to this and other causes certain inequalities in the distribution of the Government grant, which were previously noticeable, have become considerable grievances. To illustrate these inequalities, I may quote the cases of four schools. In Beamsville two masters are employed, whose combined salaries amount to \$1,300. Of this sum the Government contributes about \$520, or 40 per cent. In Clinton the salaries of the four teachers amount to \$2,800, and the Government aid to about \$750, or 27 per cent. In Cobourg Collegiate Institute the four teachers are paid \$3,550, and the Government grant is about \$1,600, or 45 per cent. In Toronto Collegiate Institute the eight teachers are paid \$8,600, and the Government grant is about \$2,200, or 26 per cent. Each of these may be regarded as to some extent typical of a class of High Schools. The sum total of the salaries paid in High Schools employing two teachers ranges from \$1,000 to \$2,000, while the Government grant varies little from that given to Beamsville. The amount paid for salaries in High Schools employing three, four or more teachers is proportionately higher, but the Government grant does not correspondingly increase. The Collegiate Institutes receive

grants varying from \$1,400 to \$3,000, while the amount of the salaries paid ranges from \$3,550 to about \$12,000.

While it cannot be fairly said that any of these grants are excessive, it is obvious that the case of those High Schools, in which more than two teachers are employed, is hard. Some of them are better than the poorer Collegiate Institutes, but the government aid which they receive is little more than that given to the poorest High Schools. The problem how to remedy this state of affairs is very much complicated by the Collegiate Institute grant. This grant has not had the effect of developing a class of schools specially devoted to the ancient classics. The object was foreign to the genius of the country, and therefore has not been attained. But it would be wrong to infer that the grant has been without good effects. It has raised salaries, directly in the Collegiate Institutes, and indirectly in the other High Schools, and the country has, in consequence, reaped the benefit of the services of a better class of men. It has wonderfully stimulated local effort, and has caused to be built up in St. Catharines, Brantford, St. Thomas, Barrie, and elsewhere, schools which are immensely superior to the best schools to be found in places of the same size in the neighbouring States of New York and Michigan. Therefore, I think that it should not be rashly abolished. But its present basis is indefensible.

In conclusion, I desire to express the opinion that somewhat too great prominence is given to mathematics in the High Schools.

I have the honour to be, Sir,

Your obedient servant,

J. M. BUCHAN.

The Honourable Adam Crooks,

Minister of Education, Toronto.

(2) REPORT ON HIGH SCHOOLS OF THE CENTRAL AND WESTERN DISTRICTS OF ONTARIO, FOR THE YEAR 1879, BY S. ARTHUR MARLING, ESQ., M.A., INSPECTOR OF HIGH SCHOOLS.

Sir,—I beg leave to supplement the special reports of my visits to the High Schools of the Central and Western Districts of the Province during 1879, by some remarks and suggestions which occur to me on a review of their condition as existing in that year.

The following features of progress may be enumerated, as worthy, among others, of special attention.

1. Four additional High Schools have been erected into Collegiate Institutes, viz., those at London, Barrie, St. Mary's and St. Thomas. Much public spirit has been displayed by the ratepayers and the Educational Boards of these places, and the schools enter upon their majority with good prospects of permanence and success.

2. Improved school accommodation, adequate to the necessities of the case, has been provided at Barrie, Streetsville, Seaforth, London, Dundas, Sarnia; and new High School-houses are in course of erection at Markham, Owen Sound, Strathroy, Listowel, Stratford, Collingwood, Woodstock.

3. Increased teaching power in proportion to the number of pupils, is a marked feature of the year, especially in the Central District, where, excluding the Collegiate Institutes, seven of the schools are officered by four teachers each, and ten by three teachers each. In the Western District, six of the High Schools, exclusive of the Collegiate Institutes, have three teachers each. All the schools, with two exceptions noted below, have the assistant required by law.

4. Notwithstanding the stringency of the times, good salaries have been paid in most instances to the Head Masters and their assistants. In the Central District—

One	Head	Master	received a salary of	.....	\$2,100
"	"	"	"	"	2,000
"	"	"	"	"	1,600
Two	"	Masters	"	"	1,400
One	"	Master	"	"	1,250
Seven	"	Masters	"	"	1,200
One	"	Master	"	"	1,150
Five	"	Masters	"	"	1,100
Eight	"	"	"	"	1,000
One	"	Master	"	"	950
Three	"	Masters	"	"	900
Two	"	"	"	"	850
Four	"	"	"	"	800
One	"	Master	"	"	700

In the Western District—

One	Head	Master	received a salary of	.....	\$2,000
"	"	"	"	"	1,780
"	"	"	"	"	1,600
"	"	"	"	"	1,500
Four	"	Masters	"	"	1,200
Five	"	"	"	"	1,100
One	"	Master	"	"	1,050
Four	"	Masters	"	"	1,000
Three	"	"	"	"	900
Two	"	"	"	"	850
Six	"	"	"	"	800
Three	"	"	"	"	750
One	"	Master	"	"	700

Of the assistants in the Central and Western Districts—

One	received a salary of	.....	\$1,250
Three	"	"	1,200
"	"	"	1,100
Twelve	"	"	1,000
One	"	"	950
Eight	"	"	900
Sixteen	"	"	800
Nine	"	"	750
Fourteen	"	"	700
Five	"	"	650
Twenty-two	"	"	600
Two	"	"	575
Five	"	"	550
Two	"	"	525
Sixteen	"	"	500
Seven	"	"	450
Six	"	"	400
One	"	"	375
Four	"	"	350
One	"	"	325
"	"	"	250
"	"	"	200



To those who are conversant with the remuneration paid in former years to High School masters and teachers, these figures will be expressive. Of the assistants fifty-three were University graduates, most of them in honours; thirty held first-class Provincial certificates, the remainder being either undergraduates, second-class teachers, or persons holding a special license under the Regulations.

5. The attendance in the *Upper School* division of nearly all the High Schools shows a steady increase. This may be seen by reference to Table G.

6. Increased definiteness, breadth and precision, have characterized much of the teaching, partly from the continued influence of the Intermediate Examination, and partly from the more general desire on the part of our youth of both sexes to proceed to the University matriculation examination. The distinctions obtained by High School girls at recent competitive tests of this kind have imparted a sharp stimulus to female education generally, in the Province, and indicate the determination of the pupils not to be left behind by their sisters in the United States and Great Britain. The Medical Council and the Pharmaceutical Board have set a good example in accepting the Intermediate Examination as the initial test for their candidates; it is to be hoped that the Law Society will ere long do the same. The work of the masters will in future be simplified by the arrangement to examine candidates for third-class certificates on Intermediate papers; but it is still sufficiently onerous in view of the various examinations for which they have to prepare their pupils. The practice of teaching "by departments," and of engaging teachers of proved ability for special subjects, is extending, and is found to work well here as elsewhere. It is absolutely necessary in those schools which would train candidates for first-class certificates, who are now, in constantly increasing numbers, obtaining their non-professional training in the High Schools.

7. The order and discipline of the great majority of these schools must be pronounced satisfactory, being maintained by judicious management on the part of the teachers, without undue severity. I notice an improved tone, and an increased interest in their work among many of the pupils, which, to my mind, are among the surest indications that a school is discharging its function well. There are exceptions to this, as might be expected; but on the whole, I think it to be undeniable that the mass of the pupils do find an amount of enjoyment in their work and in their school life, that was not common some years ago. The establishment of literary societies in connection with many of the schools has contributed to this in no small degree.

8. The attendance is more regular in most of the schools than heretofore, though far from what it should be, taking all the schools together, even now. Some of the masters do not hesitate to employ the power the law gives them to restrain truancy and irregularity of attendance; and it would be well if the obligation on the part of enrolled pupils to attend *punctually* in their place, on pain of forfeiture of their right to attend at all during the session, were brought before them by some distinct warning from the head of the Department.

9. In the High School Inspectors' Report for 1877, the attention of the Department was drawn to the unfair financial advantages enjoyed during that year by the schools in which the regulation requiring the employment of at least one assistant teacher, was not observed, the schools being Alexandria, Bradford, Brighton, Campbellford, Cayuga, Newcastle, Omeme, and Streetsville. All of these, with the exception of Newcastle and Omeme, are now fully complying with the law in this respect, and the attendance and work required in them are such as to justify the employment of two teachers according to law. The two schools which are still exceptional suffer from the attention of their assistants being divided between the High and the Public School departments.

10. Your attention has been called, in my detailed reports, to the improvement in many of the High Schools, and especially the Collegiate Institutes, in the matter of drill and physical exercise generally. Excellently drilled companies are now to be found (in the Central and Western Districts) at St. Catharines, Clinton, Brantford, Toronto, Hamilton, London, while St. Thomas, Vienna, Paris, Dundas, Bowmanville and Chatham have made a good beginning in this direction. Galt has a good gymnasium in constant an

effective use; the energy of the Head Master at Chatham has procured funds for the establishment of one in connection with that school, which is honourably distinguished by the attention paid to calisthenics for the girls. It is not out of place to notice that the formation of school clubs for various athletic games has become more general than formerly. The arrangement made by the Dominion Government, whereby companies of school cadets are to be uniformed at their own expense and drilled by Government officers, is too recent to have taken much effect as yet. There are manifest practical difficulties, which, I fear, will, except in a very few places, prevent its becoming operative.

Having enumerated some characteristics of the High Schools that justify, to my mind, the conclusion that some of them are very thoroughly, and most of them in a fairly satisfactory degree, performing the task prescribed for them, I proceed, as briefly as I can, to notice certain other features or tendencies in the system that seem worthy of careful consideration:—

1. *Finances.*—The Inspectors, in their Report for 1877, dwelt upon the hardship of the position of High Schools in towns municipally separated from the counties of which they were the educational centres, in consequence of county aid being either refused altogether or given in a measure quite disproportionate to the benefit received by the county from the school. This hardship continues, and presses upon other towns still connected with their counties. Now that the High Schools have been recognized as the seats of education for the teachers of the Public Schools, it seems only justice that the High School Boards should receive aid for the work thus imposed upon them, either by an increased county grant, or, which I believe would be more just, as the teaching certificates are to be Provincial in their character, by an increased grant from the Provincial chest. While many of these schools have quadrupled their efficiency and their attendance, the Government allowance has lagged behind. Many of the local municipalities fret under the burden, and energetic masters, whose efforts have swelled the attendance and increased the staff, have been submitted to no small odium and annoyance from this cause. Some three years ago the Central Committee submitted to the Department a scheme for requiring fees from candidates for certificates. The scheme has not been adopted, but I respectfully ask your attention to it again, as I believe it suggests a partial solution of the financial difficulty. The Counties of Elgin and Peel are still honourably distinguished for their liberality, the former continuing its grant of \$1,400 to the St. Thomas Collegiate Institute, and the latter for the past three years having given the Brampton High School \$500, beyond the compulsory grant, for current expenses, besides \$5,000 for the new High School building, and \$30 for prizes. These examples are surely worthy of more general imitation.

2. *Collegiate Institutes.*—The object of forming this class of High Schools is stated to be (High Schools Act, sec. 4) “to encourage the establishment of superior classical schools,” but no provision is made for testing the quality of the “classical” instruction given in them, and the basis of the distinction is the average attendance of male pupils “studying the Greek or Latin language.” One effect of this has been in some instances to reproduce the old plan of “qualifying Latin,” a phrase so well understood years ago, and so caustically criticized by the Inspectors of that time. To put a class of 40 or 50 boys or young men into an introductory Latin book with the scarcely disguised intention of doing nothing more thereby than to secure the extra *status* and grant, is but poor encouragement to “superior classicality” of any kind. If these studies are worth cultivating at all, they are as valuable, in my judgment, for girls, as instruments of mental discipline, as for boys. However this may be, I submit that the basis of the Collegiate Institute should be changed to the following extent, at least:—(1) Let the distinction between male and female pupils made in the section above quoted, be abolished. (2) Let the *quality* of the work done be set according to some (say the Intermediate) standard, so that retaining, if necessary, the principle of a *minimum number* of pupils in given subjects the *character* of the work done may also enter into the account. (3) Let French and German be made equivalent to Latin, with those who prefer to take a modern language. (4) Let natural science (say chemistry and botany) be held in the same rank as Latin, or as French and German. I hazard these suggestions, in the belief that they will be found in harmony with the progressive spirit of modern education, thoroughly practicable, and acceptable to the High



School masters. In connection with this subject I would express the earnest hope that the Government may see fit to sanction the scheme for first-class certificates (grades A and B) submitted by the Central Committee, not only as to admitting the options of English, Mathematics and Natural Science, but allowing those also of Ancient and of Modern Languages. They will thus give due recognition to different approved instruments of mental culture, and to the varying tastes and special aptitudes of the candidates.

3. *Effects of the Intermediate and other Examinations.*—I have already spoken of the good effects; they have been dwelt upon at length in former reports, and need not, therefore, be recapitulated here. These good effects continue to operate, and the Intermediate is generally acknowledged by candid and judicious educationists conversant with our school history to have been, on the whole, highly beneficial, and to have wrought a change in the teaching and in the learning little short of marvellous. Side by side, however, with the benefits, evils exist, which ought not to be overlooked. (1) Excessive and disproportionate attention is being paid, in general, to the mathematical side of the work. It is not uncommon to find fully five-eighths of the school time, to say nothing of home study, taken up with these subjects, especially with the solution of problems, useful enough, no doubt, as exercises of pupils' ingenuity, but of small educational value otherwise. Readiness in disentangling intricate questions in arithmetic, and facility in the employment of algebraic devices and idioms, are not to be despised, and I gladly recognize the skill and ability that have so greatly improved the mathematical teaching in our schools; but, after all, I am satisfied that the danger of the High School training becoming hurtfully one-sided and unequal is a real one, and needs to be guarded against. I am persuaded that most of the mathematical teachers, especially University men, are with me in this. (2) While written examinations test much, they cannot test everything, and accordingly we find a constant tendency to neglect what does not "tell" at such an ordeal. Thus, intelligent and expressive reading is in danger of becoming a "lost art" among us; English composition is often "crowded out" of the school programmes altogether. Orthoepey, English, French, Latin or German, holds a very secondary place in the popular estimation, there being no *viva voce* test at the examination, while writing and drawing are also generally pushed to the wall. These evils are most noticeable in the smaller schools, where the time of the two teachers is *per force* concentrated principally on the examination subjects. The practice of expressing one's ideas with clearness, precision and force, should be more cultivated than it is in general in the schools, though the instances of pupils who can in simple, yet correct and unembarrassed form, give expression to their thoughts in answer to a question on their work, requiring a lengthened statement, are frequent enough among our High School pupils to deserve honourable mention. I noticed admirable reading in some of the smaller schools, notably Paris and Dunnville. When we can put good reading books into the pupils' hands, we may, perhaps, hope for better things. (3) The association in the same classes of young men and women and little boys and girls, now so frequent in consequence of the number of teachers that are being taught in our schools, is a phenomenon that requires to be watched by the wise and conscientious teacher. I am not prepared to say that many instances of evil resulting from this cause have come under my notice, but I have seen enough to make me solicitous for the *morale*, of the younger pupils, especially. (4) There is danger of the *idea* of education being merely the *passing of an examination*; "pass, honestly if you can, but pass," is, I fear too generally the feeling in some of the schools. I need not refer to painful instances of recent frauds in connection with examinations to illustrate this. Further, the prospective examination gives a special colour to the teaching, and the pupils themselves, who imagine that they know the range of the examination, become acute critics of their instructor, and are apt to be restive or indifferent if he ventures to expatiate into fields beyond the beaten path. (5) Boys and girls of 13 and 14 years of age, transferred from the fourth class of the Public School, find themselves suddenly introduced to a number of new studies, and in competition with minds far maturer, it may be, than their own. There is danger here, either of unwholesome stimulus, or of equally unwholesome discouragement, and the teacher needs to use special vigilance in reducing this danger to a minimum.

I have thought these topics of sufficient importance to excuse my dwelling among



them at some length. The Intermediate Examination in its results forms a problem of so much interest and moment to our educational system as to deserve careful consideration. Confessedly an experiment, this test will be found no doubt capable of modification and improvement. The general verdict, I think, will be that, with all its drawbacks, it is a vital and indispensable element in our school life. That it makes excessive demands upon young boys and girls in some directions I believe to be incontrovertible, but that more harm is done by the ambition of pupils, unwisely stimulated by ambitious parents or teachers, prematurely hurrying them on to examination, than by any defects inherent in the scheme itself is, I am convinced, equally indisputable.

4. *Moral training in the High Schools.*—The extent to which this is carried on must of course depend on the character of the individual teacher, and on his sense of duty. I believe that many of our High School Masters know their pupils “right through,” as an American teacher once expressed it, and where this is the case, and a feeling of mutual esteem and good-will exists between teacher and pupils, the moral tone will generally be good. Some teachers attach value to the fragmentary reading of portions of Scripture at the opening of the school. Many open and close the day with prayer, and where this is done in a reverent and expressive way the effect is marked and striking, and I gladly note that in not a few of the High Schools the behaviour of the pupils at these exercises was everything that could be desired. Others depend on “honour rolls,” “reports,” appeals to the sense of shame or honour, but “it is felt that something is wanting still. The question “is raised whether morality, apart from religion, can be taught at all; or, if taught, whether “it be worth the learning. The seeds of morality can be expected to germinate, many are “beginning to think, only under the influence of the sun of gospel righteousness, without “which even a Socrates can only produce an Alcibiades. But no sooner does the thought “take definite shape than, looming in the distance, is beheld the terrible phantom of “sectarianism,” and the desire of many hearts becomes an aspiration only; and the greatest “of all moral motives—the sense of accountability to God; the greatest of all moral facts “—that sin need not have dominion over those who are not under the law, but under “grace; are scarcely more than timidly whispered in the schools.” I cannot but think that the discussion of school morals would form a useful and appropriate, as well as a novel feature at the Teachers’ Association meetings. Certainly an education must be defective that ignores the highest subject that can occupy the thoughts or touch the heart of man; it is hard to see why teachers should feel any hesitation in referring their pupils to their relation to the Father who made them, the Son who redeems them, the Spirit who sanctifies them, and thus inculcate directly as well as incidentally, with distinctly Christian motives and sanctions, not only honourable feeling and truthfulness, but unselfishness, purity, reverence, and, to sum up all, godliness.

I have the honour to be, Sir,

Your obedient servant,

S. ARTHUR MARLING.

To the Honourable Adam Crooks,  
Minister of Education, Toronto.

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# TRAINING OF TEACHERS.

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# TRAINING OF TEACHERS.

## XIV.—TABLE L.—THE TORONTO NORMAL SCHOOL.

### GROSS ATTENDANCE OF STUDENTS, ETC.

SESSIONS	NUMBER ADMITTED.		
	Total.	Male.	Female.
From the 1st to the 56th Session, inclusive.....	8022	4017	4005
Fifty-seventh session .....	247	134	113
Total .....	8269	4151	4118



TABLE L.—THE TORONTO NORMAL SCHOOL.

## COUNTIES OF STUDENTS.

SESSIONS.	Glengarry.		Stormount.		Dundas.		Prescott.		Russell.		Carleton.		Grenville.		Leeds.		Lanark.		Renfrew.		Frontenac.		Lennox and Addington.		Prince Edward.		Hastings.		Northumberland.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.
From the 1st to the 56th Session, inclusive .....	47 19	28 46	28 18	36 26	10 28	16 12	22 15	7 95	81 14	59 37	22 95	55 40	115 100	15 21	19 2	69 30	39 77	50 27	169 133	36 130	94 36	125 71	54 ..	.. ..	.. ..	1 1	.. ..	.. ..	.. ..	.. ..
Fifty-seventh Session .....	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..
Total .....	47 19	28 46	28 18	36 26	10 29	17 12	23 16	7 96	82 14	60 37	23 96	56 40	115 100	15 21	19 2	69 30	39 77	50 27	170 134	36 131	95 36	125 71	54 ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..	.. ..

## COUNTIES OF STUDENTS.

SESSIONS.	Durham.		Peterborough.		Victoria.		Ontario.		York.		Peel.		Simcoe.		Halton.		Wentworth.		Brant.		Lincoln.		Welland.		Haldimand.														
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.													
From the 1st to the 56th Ses-																																							
sion, inclusive . . . . .	330	196	134	77	43	34	91	51	40	336	193	143	232	714	1613	223	156	67	189	128	61	173	70	103	432	99	333	174	76	98	139	68	71	170	76	94	119	60	59
Fifty-seventh Session . . . . .	5	2	3	1	1	1	1	1	7	2	5	21	13	8	3	3	20	12	8	3	11	3	8	6	2	5	2	3	5	3	2	5	3	2	6	3	3		
Total . . . . .	335	198	137	78	43	35	92	52	40	343	195	148	2348	727	1621	226	156	70	190	140	69	176	70	106	443	102	341	182	82	100	144	70	74	175	79	96	125	63	62

TABLE L.—THE TORONTO NORMAL SCHOOL.—

COUNTIES OF STUDENTS.

SESSIONS.	Norfolk.		Oxford.		Waterloo.	Wellington.	Grey.	Perth.	Huron.	Bruce.	Middlesex.	Elgin.	Kent.	Lambton.	Essex.	Party Sound District.	Grand Total.
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.
From the 1st to the 56th Session, inclusive . . . . .	107 58 49	287 153 129	128 91 37	184 106 78	94 61 33	19 8 133	61 133 61	133 153 34	73 63 16	430 231 199	167 110 57	107 65 42	102 59 43	32 17 15	1 1 1	1 1 1	8021
Fifty-seventh Session . . . . .	2 1 1	8 4 4	5 5 5	10 5 5	17 11 6	14 5 9	18 12 6	14 10 4	17 7 10	12 9 3	10 7 3	10 4 6	4 3 1	1 1 1	1 1 1	1 1 1	247
Total . . . . .	109 59 50	295 162 133	136 96 42	194 111 83	111 72 39	210 140 70	211 171 40	93 73 20	447 238 209	179 119 60	117 72 45	112 63 49	36 20 16	1 1 1	1 1 1	1 1 1	8268

RELIGIOUS PERSUASIONS OF STUDENTS.

SESSIONS.	Total number of Students admitted.		Church of England.		Roman Catholic.		Presbyterian.		Methodist.		Baptist.		Congregationalist.		Other persuasions.	
	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.	Total.	Male.
From the 1st to the 56th Session, inclusive . . . . .	8022 4017 4005	1383 601 782	361 150 211	2358 1270 1358	2788 1468 1320	523 279 88	247 98 8	288 101 187	321 221 100	187 118 69	288 101 187	321 221 100	187 118 69	288 101 187	321 221 100	187 118 69
Fifty-seventh Session . . . . .	247 132 115	35 19 16	8 5 3	89 39 50	89 54 35	16 8 8	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
Total . . . . .	8269 4149 4120	1418 620 798	369 155 214	2447 1239 1218	2877 1522 1355	539 284 255	289 101 188	330 228 102	321 221 100	187 118 69	288 101 187	321 221 100	187 118 69	288 101 187	321 221 100	187 118 69

## 8

## COUNTIES OF STUDENTS.

[illegible]



TABLE M.—THE OTTAWA NORMAL SCHOOL.

## COUNTIES OF STUDENTS.

SESSIONS.	COUNTIES OF STUDENTS.														
	Northumber-land.	Durham.	Peterborough.	Victoria.	Ontario.	York.	Peel.	Simcoe.	Halton.	Wentworth.	Brant.	Lincoln.	Haldimand.	Norfolk.	
From the First to the Third Session...	9	4	5	1	2	2	2	2	2	2	2	2	2	1	1
Fourth Session	5	5	7	3	4	3	15	14	1	5	3	2	1	1	1
Total	14	4	10	8	3	5	2	3	9	6	3	17	16	1	1

SESSIONS.	COUNTIES OF STUDENTS.													
	Oxford.	Waterloo.	Wellington.	Grey.	Perth.	Huron.	Bruce.	Middlesex.	Elgin.	Lambton.	Essex.	Quebec.	Grand Total.	
From the First to the Third Session	2	2	7	6	1	2	2	2	1	2	2	1	251	
Fourth Session	3	1	2	8	6	2	13	11	2	3	1	1	182	
Total	5	3	2	10	8	2	20	17	3	5	2	1	433	

TABLE M.—THE OTTAWA NORMAL SCHOOL.

RELIGIOUS PERSUASIONS OF STUDENTS.

SESSIONS.	Total number of students admitted.			Church of England.			Roman Catholic.			Presbyterian.			Methodist.			Baptist.			Congregation- alist.			Other.		
	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
From the First to the Third Ses- sion.....	251	118	133	59	21	38	15	5	10	77	31	46	74	50	24	10	4	6	11	1	10	5	4	1
Fourth Session.....	182	106	76	27	11	16	5	2	3	63	38	25	65	42	23	6	3	3	2	1	1	14	9	5
Total .....	433	224	209	86	32	54	20	7	13	140	69	71	139	92	47	16	7	9	13	2	11	19	13	6

XVI.—TABLE N.—Number of Certificates awarded by the Education Department and by the County Boards of Examiners during 1879.

COUNTIES AND CITIES.	Number who applied for			Total.	Number who received						Total.
					1st Class.		2nd Class.		3rd Class.		
	1st Class.	2nd Class.	3rd Class.		Male.	Female.	Male.	Female.			
Dundas, Stormont and Glengarry	.....	59	211	270	.....	.....	.....	19	27	46	
Prescott and Russell	2	28	89	119	.....	.....	.....	5	5	10	
Carleton	.....	54	100	154	.....	.....	.....	18	10	28	
Leeds and Grenville	3	94	150	247	1	.....	.....	17	23	41	
Lanark	.....	99	118	217	.....	.....	.....	16	8	24	
Renfrew	.....	40	82	122	.....	.....	.....	22	20	42	
Frontenac	.....	54	79	133	.....	.....	.....	10	10	20	
Lennox and Addington	1	50	66	117	.....	.....	.....	13	15	28	
Prince Edward	.....	24	58	82	.....	.....	.....	.....	.....	.....	
Hastings	.....	59	124	183	.....	.....	.....	16	26	42	
Northumberland	.....	67	32	99	.....	.....	.....	15	14	29	
Durham	2	63	37	102	.....	.....	.....	.....	.....	.....	
Peterborough	.....	47	92	139	.....	.....	.....	.....	.....	.....	
Haliburton	.....	10	10	20	.....	.....	.....	.....	.....	.....	
Victoria	5	62	114	181	.....	.....	.....	12	7	19	
Ontario	2	104	119	225	.....	.....	.....	28	8	36	
York	7	158	129	294	.....	.....	.....	21	28	49	
Peel	1	48	47	96	.....	.....	.....	9	5	14	
Simcoe	3	191	163	357	.....	.....	.....	38	23	61	
Halton	.....	15	37	52	.....	.....	.....	7	7	14	
Wentworth	5	191	77	273	.....	.....	.....	10	35	45	
Brant	.....	110	56	166	.....	.....	.....	5	18	23	
Lincoln	1	105	45	151	1	.....	.....	7	21	29	
Welland	.....	46	52	98	.....	.....	.....	6	13	19	
Haldimand	1	71	70	142	.....	.....	.....	14	15	29	
Norfolk	.....	40	78	118	.....	.....	.....	14	18	32	
Oxford	2	41	94	137	1	.....	.....	22	18	41	
Waterloo	1	77	55	133	.....	.....	.....	26	10	36	
Wellington	5	179	169	353	.....	.....	.....	46	26	73	
Grey	2	68	142	212	1	.....	.....	16	12	29	
Perth	.....	133	117	250	.....	.....	.....	12	11	23	



TABLE N.—Number of Certificates awarded, &amp;c.

COUNTIES AND CITIES.	Number who applied for			Total.	Number who received						Total.
	1st Class.	2nd Class.	3rd Class.		1st Class.		2nd Class.		3rd Class.		
					Male.	Female.	Male.	Female.	Male.	Female.	
Huron .....	1	95	110	206	.....	.....	.....	.....	22	13	35
Bruce.....	2	67	164	233	.....	.....	.....	.....	25	17	42
Middlesex .....	8	141	126	275	.....	.....	.....	.....	18	9	30
Elgin .....	2	97	130	229	.....	.....	.....	.....	25	19	45
Kent .....	4	38	76	118	.....	.....	.....	.....	12	11	24
Lambton .....	1	38	111	150	.....	.....	.....	.....	15	10	25
Essex .....	3	35	58	96	.....	.....	.....	.....	9	9	18
Teachers who had taught 3 years prior to August, 1877.	.....	.....	.....	.....	.....	72	49	.....	.....	.....	121
Ottawa Normal School .....	.....	241	.....	241	.....	135	81	.....	.....	.....	216
Toronto Normal School.....	20	284	.....	304	.....	125	125	.....	.....	.....	263
Special cases .....	.....	.....	.....	.....	.....	3	2	.....	.....	.....	5
Total.....	84	3413	3587	7084	23	385	257	570	521	1706	



## XVIII.—TABLE P.—PROVINCIAL CERTIFICATES.

## (1.) BY THE EDUCATION DEPARTMENT.

*Certificates granted by Order in Council, dated 13th January, 1879, to Candidates who passed the Professional Examination, December, 1878.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4196	James Brackin .....	A	4244	Jennnie Morphy .....	B
4197	Albert W. Brewer .....	A	4245	Alice Neil .....	B
4198	William F. Dickson .....	A	4246	Priscilla Norman .....	B
4199	Neil D. McKinnon .....	A	4247	Eleanor A. Sanderson .....	B
4200	John C. Reid .....	A	4248	Charlotte West .....	B
4201	James Wilson Hogarth .....	A	4249	Frederick Burrows .....	A
4202	William P. Killackey .....	A	4250	Eugene Rice Eddy .....	A
4203	William Fisher May .....	A	4251	Simon F. Johnston .....	A
4204	Kate A. Booth .....	A	4252	Albert Thos. Sowerby .....	A
4205	Martha Corry .....	A	4253	Sarah M. Campbell .....	A
4206	Ella Dalton .....	A	4254	Ellen T. Goode .....	A
4207	Maggie McKay .....	A	4255	Carrie A. Jones .....	A
4208	Blanche Pomeroy .....	A	4256	Helen Robertson .....	A
4209	Maria Spragge .....	A	4257	Jessie Robertson .....	A
4210	Barbara M. Wallace .....	A	4258	Lina Rothwell .....	A
4211	Peter J. Alteman .....	B	4259	Margaret Rothwell .....	A
4212	George A. Bingham .....	B	4260	Minnie Waugh .....	A
4213	Neil J. Campbell .....	B	4261	Oran Belfry .....	B
4214	Robert R. Coutts .....	B	4262	Hugh Blain .....	B
4215	Alfred Dorsett .....	B	4263	George A. Clark .....	B
4216	William G. Duff .....	B	4264	Ventry R. Conway .....	B
4217	Robert E. Hamilton .....	A	4265	Richard Ed. Costin .....	B
4218	Rowland O. Harvey .....	B	4266	Lauchlin Gilchrist .....	B
4219	Robert Knowles .....	B	4267	J. A. Hill .....	B
4220	William Lane .....	B	4268	Henry G. Manley .....	B
4221	Alfred J. Long .....	B	4269	George Mitchell .....	B
4222	Donald R. McKay .....	B	4270	Jerome B. Moore .....	B
4223	Dougall McArthur .....	B	4271	William F. Moore .....	B
4224	Charles K. Newcombe .....	B	4272	Joseph B. Morrow .....	B
4225	John J. Palmer .....	B	4273	Alexander McGregor .....	B
4226	Josiah Palmer .....	B	4274	Charles J. McIntyre .....	B
4227	Benjamin Parker .....	B	4275	Joseph M. McPherson .....	B
4228	Augustus R. Robertson .....	B	4276	James F. Parke .....	B
4229	John A. Thompson .....	B	4277	William H. Walkey .....	B
4230	Matthew Tovell .....	B	4278	Alexander Wilkinson .....	B
4231	Charles Watkins .....	B	4279	Isabella M. Carmichael .....	B
4232	Mary Arnold .....	B	4280	Lizzie Fischer .....	B
4233	Kate Brown .....	B	4281	Fanny W. Gibson .....	B
4234	Sarah Field .....	B	4282	Isabella C. Gibson .....	B
4235	Emma Ford .....	B	4283	Eva Giles .....	B
4236	Louisa Galbraith .....	B	4284	Jennie Hayward .....	B
4237	Lucy C. Hill .....	B	4285	Jennie E. Kelly .....	B
4238	Katie Hiseler .....	B	4286	Calcina Malcolm .....	B
4239	Annie Kinsey .....	B	4287	Jane E. Price .....	B
4240	Margery Laing .....	B	4288	Alice J. Schofield .....	B
4241	Helen F. Lang .....	B	4289	Grace Toms .....	B
4242	Elizabeth E. Lawson .....	B	4290	Jennie Wright .....	B
4243	Mary Logan .....	B			

*Order in Council, 13th January, 1879.*

4291 | Margaret Bell ..... | B |

*Order in Council, 18th January, 1879.*

4292 | Sanger M. Brown..... | B |

*Order in Council, 25th January, 1879.*

4293 | Arthur Walker Wright..... | A | 4294 | Alice Martin ..... | B



## TABLE P.—PROVINCIAL CERTIFICATES.

*Order in Council, 30th January, 1879.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4295	William J. Greenwood .....	A			

*Order in Council, 3rd February, 1879.*

4296	Stella Macklin. ....	B	4297	Maggie Meston .....	B
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*Order in Council, 7th February, 1879.*

4298	John B. Beveridge .....	B			
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*Order in Council, 22nd February, 1879.*

4299	Jane E. Foxton .....	B			
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*Order in Council, 7th March, 1879.*

4300	John A. Rutherford. ....	A	4301	Christina McKay .....	B
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*Order in Council, 22nd March, 1879.*

4302	Richard C. Cheesewright .....	A	4304	Thomas D. Sanford .....	B
4303	William J. Eastcott .....	B	4305	James Ross .....	B

*Order in Council, 27th March, 1879.*

4306	John Park .....	A	4307	Elizabeth J. Anderson .....	B
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*Order in Council, 5th April, 1879.*

4308	John Crawford .....	A	4310	David H. Waugh .....	B
4309	Robert Thomas .....	B			

*Certificates granted by Order in Council, dated 19th April, 1879, to Students of the Normal School who passed the Professional Examinations, March, 1879.*

4311	Edward Baskin .....	A	4349	Mary Dick .....	B
4312	Thomas Francis Callaghan .....	A	4350	Emily Ellis .....	B
4313	John Eyra Clubine .....	A	4351	Wilhelmina M. Hoskins .....	B
4314	Noble Dickie .....	A	4352	Emma Langton .....	B
4315	John Elliott .....	A	4353	Kate H. Long .....	B
4316	Colin Fraser .....	A	4354	Jeanie Main .....	B
4317	George W. Holmes .....	A	4355	Pauline Elizabeth McCool .....	B
4318	John D. Hunt .....	A	4356	James Balfour .....	A
4319	Samuel Henry Newman .....	A	4357	Milton Haight .....	A
4320	James Duff Skene .....	A	4358	James Hutchison .....	A
4321	John Burgess Turner .....	A	4359	Marcus Jacques .....	A
4322	John Thomas Watts .....	A	4360	Albert Odell .....	A
4323	John Scott Campbell .....	B	4361	Henry M. Ptolemy .....	A
4324	Henry John Cosgrove .....	B	4362	Allen C. Smith .....	A
4325	Samuel Gibson .....	B	4363	Robert Bruce Watson .....	A
4326	Arthur Henry Newton Jenkins .....	B	4364	George W. Holman .....	B
4327	Alva Hamilton Kilman .....	B	4365	Andrew Kinewasser .....	B
4328	John Nathaniel Lamm .....	B	4366	William E. Langford .....	B
4329	Matthew Robinson Laycock .....	B	4367	George Ross .....	B
4330	D. Sutherland Munro .....	B	4368	Thomas F. Spafford .....	B
4331	Thomas Henry Rogers .....	B	4369	Henry A. Weeks .....	B
4332	John Thompson .....	B	4370	Elizabeth A. Haggart .....	A
4333	John Whyte .....	B	4371	Sara McKean .....	A
4334	Mary Ellen Armstrong .....	A	4372	Isabella Sang .....	A
4335	Jessie Baxter .....	A	4373	Mary Jane Sang .....	A
4336	Annie Letitia Brown .....	A	4374	Sarah A. Brown .....	B
4337	Jean Anderson Butters .....	A	4375	Carrie H. Fair .....	A
4338	Eliza Lawson .....	A	4376	Mary C. Foley .....	B
4339	Amelia Smith .....	A	4377	Jacqueline L. Fortune .....	B
4340	Jennie Strang .....	A	4378	Edith E. Hetherington .....	B
4341	Priscilla Alexander .....	B	4379	Kate A. Murphy .....	B
4342	Jessie Robina Barclay .....	B	4380	Arabella McKee .....	B
4343	Maggie Blair .....	B	4381	Frances McKee .....	B
4344	Maggie S. Blair .....	B	4382	Mary A. McKinnon .....	B
4345	Bella E. Burrows .....	B	4383	Phebe Y. Phillips .....	B
4346	Catherine R. Calder .....	B	4384	Jennie Ross .....	B
4347	Kate F. Cameron .....	B	4385	Kate F. Shannon .....	B
4348	Annie C. Davidson .....	B			

## TABLE P.—PROVINCIAL CERTIFICATES.

*Order in Council 4th June, 1879.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4386	Annie Craig Manson .....	B			

*Order in Council 26th June, 1879.*

4387	Emma Miller .....	A
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*First-class Certificates granted by Order in Council, dated 1st September, 1879.*

4388	William Cassidy .....	A	4399	Alfred T. Day .....	C
4389	William H. G. Colles .....	A	4400	Thomas Dunsmore .....	C
4390	Smith Curtis .....	A	4401	Thomas Frazer .....	C
4391	Kate Hagarty .....	A	4402	James W. L'Amoreaux .....	C
4392	William Johnston .....	A	4403	Freeman H. Mayer .....	C
4393	Samuel N. McCready .....	A	4404	Alex. A. McTavish .....	C
4394	John T. Bowerman .....	B	4405	William F. Rittenhouse .....	C
4395	Donald Marshall .....	B	4406	John W. Scott .....	C
4396	George E. Phoenix .....	B	4407	James Winterborn .....	C
4397	Richard Shepherd .....	B	4408	Sandford C. Woodworth .....	C
4398	Lafayette Welch .....	B	4409	James F. White .....	A

*Certificates granted by Order in Council, dated 1st September, 1879, to candidates who passed the Professional Examination, June, 1879.—Toronto Normal School.*

No.	NAME.	2nd Class.	No.	NAME.	2nd class.
4410	James Anderson .....	A	4449	Alex. McPhail .....	B
4411	Robert Beatty .....	A	4450	Thomas Porter .....	B
4412	John Connolly .....	A	4451	Wm. James Sharp .....	B
4413	Christopher Lewis Crassweller .....	A	4452	William Henry Shaw .....	B
4414	Alex. Farquharson .....	A	4453	Mirenis Smerk .....	B
4415	Sydney Foster .....	A	4454	Casper J. Sproule .....	B
4416	Richard Lees .....	A	4455	Valentine Stock .....	B
4417	Francis John Lynch .....	A	4456	Charles Treadgold .....	B
4418	James Marshall .....	A	4457	William James Weekes .....	B
4419	Stephen Martin .....	A	4458	George Whitebread .....	B
4420	George Arthur Oliver .....	A	4459	Ferdinand Curran Willson .....	B
4421	John C. Slater .....	A	4460	George W. Young .....	B
4422	George S. Weir .....	A	4461	Marianne Fessant .....	A
4423	William Yeandle .....	A	4462	Maggie Morgan Hutchison .....	A
4424	John E. Adair .....	B	4463	Catharine McDiarmid .....	A
4425	William Robert Armstrong .....	B	4464	Janet McKinlay .....	A
4426	George C. Blatchford .....	B	4465	Margaret Richards .....	A
4427	Hector Buie .....	B	4466	Ida V. Straubel .....	A
4428	Malcolm McLellan Campbell .....	B	4467	Kate Sutherland .....	A
4429	James Everitt Chute .....	B	4468	Mary Agnes Watt .....	A
4430	Abram H. Clemmer .....	B	4469	Helen C. Abbs .....	B
4431	Joseph Wm. Crewson .....	B	4470	Annie Jane Andrews .....	B
4432	Douglas M. DeCow .....	B	4471	Annie Ballard .....	B
4433	Tobias Eckhardt .....	B	4472	Elizabeth Banks .....	B
4434	Angus Ego, Jr. .....	B	4473	Mary Bartlett .....	B
4435	Alex. Heneage Finch .....	B	4474	Jessie Birnie .....	B
4436	Joseph Girardot .....	B	4475	Jannie F. Brown .....	B
4437	Robert Graham .....	B	4476	Mary E. Calbeck .....	B
4438	Philip Edward Harding .....	B	4477	Charlotte Cannell .....	B
4439	Frederick M. Hicks .....	B	4478	Emma Louise Christian .....	B
4440	William H. Hipple .....	B	4479	Mary Alice Clement .....	B
4441	Luther Lawrence Hooper .....	B	4480	Maggie F. Cleghorn .....	B
4442	William Henry Ivey .....	A	4481	Jennie Cooley .....	B
4443	Samuel James Kilpatrick .....	B	4482	Sarah J. Copeland .....	B
4444	J. H. Markle .....	B	4483	Annie Cusack .....	B
4445	George Middleton .....	B	4484	Ruth Dibb .....	B
4446	James C. Morrison .....	B	4485	Agnes S. Drummond .....	B
4447	Charles B. Morton .....	B	4486	Julia Ann Hall .....	B
4448	Lockhart Mullock .....	B	4487	Lizzie Isaac .....	B

TABLE P.—PROVINCIAL CERTIFICATES.

No.	NAME.	2nd class.	No.	NAME.	2nd class.
4488	Maggie Johnston.....	B	4503	Jennie Ovens.....	B
4489	Emma Fanny King.....	B	4504	Adda Palmer.....	B
4490	Lizzie Helen King.....	B	4505	Miriam Reid.....	B
4491	Eva B. Lee.....	B	4506	Anna Robertson.....	B
4492	Jessie S. Logan.....	B	4507	Catherine Ann Robinson.....	B
4493	Marion Megaw.....	B	4508	Bella Ross.....	B
4494	Marana Emma Matilda Messacar.....	B	4509	Helen Ross.....	B
4495	Patience Minshall.....	B	4510	Mary Hannah Slee.....	B
4496	Hattie Mitchell.....	B	4511	Frances Smith.....	B
4497	Mary Elizabeth Maunsey.....	B	4512	Mary Spencer.....	B
4498	Isabella McBrien.....	B	4513	Emily Spencer.....	B
4499	Maggie McFarlane.....	B	4514	Ada Maria Stubbs.....	B
4500	Annie N. McKenzie.....	B	4515	Gertrude Thornhill.....	B
4501	Gracie McKenzie.....	B	4516	Catherine C. Vanderlip.....	B
4502	Mary Agnes O'Neill.....	B			

*Ottawa Normal School.*

4517	Samuel James Atkin.....	A	4567	Alexander Shaver.....	B
4518	Francis Bisset.....	A	4568	Louis Philip Siegmann.....	B
4519	Judah Philip Bowerman.....	A	4569	Ezekiel M. Sipprell.....	B
4520	William Brunton.....	A	4570	John Hamilton Standing.....	B
4521	Herbert H. Burgess.....	A	4571	George F. Stewart.....	B
4522	Donald Dunbar.....	A	4572	Frederick Wm. Thomas.....	B
4523	John Hudson Fairlie.....	A	4573	Thomas E. Thompson.....	B
4524	Elwood A. Garratt.....	A	4574	John Thornton.....	B
4525	Robert Drury Hart.....	A	4575	Luther Elliott Van Amburgh.....	B
4526	John Knox.....	A	4576	Byron F. White.....	B
4527	William Moir.....	A	4577	David Young.....	B
4528	George Frederick Morrison.....	A	4578	Elizabeth Applebe.....	A
4529	John William McCutcheon.....	A	4579	Delia Bowerman.....	A
4530	George Allan Nichol.....	A	4580	Clara Edith Browne.....	A
4531	Edward Sandison.....	A	4581	Mary Browne.....	A
4532	John Sayers.....	A	4582	Eliza Budd.....	A
4533	Hugh Simpson.....	A	4583	Lydia Hamby.....	A
4534	William King Straith.....	A	4584	Lizzie Hornbrook.....	A
4535	Harland W. Townsend.....	A	4585	Mary McMurchie.....	A
4536	Thomas O. Webster.....	A	4586	Flora A. Sawyer.....	A
4537	Samuel Weir.....	A	4587	Evelyn Belliss.....	B
4538	Robert Faulke Aldans.....	B	4588	Margaret B. Jane Britton.....	B
4539	Arthur W. Beall.....	B	4589	Evelyn Bullard.....	B
4540	George Burns Boggs.....	B	4590	Emma Bullard.....	B
4541	B. Hall Brown.....	B	4591	Ellen Coveny.....	B
4542	Donald Clark.....	B	4592	Jennie E. Day.....	B
4543	Hugh Davidson.....	B	4593	Sarah Fisher.....	B
4544	James Duncan.....	B	4594	Margaret Jane Fulton.....	B
4545	James Gordon Dunlop.....	B	4595	Charlotte Gerolamy.....	B
4546	William J. C. Forster.....	B	4596	Lizzie Hoover.....	B
4547	Arthur Kent Griffin.....	B	4597	Martha Karley.....	B
4548	John R. Harper.....	B	4598	Mary Maud Moffat.....	B
4549	Philip H. Harper.....	B	4599	Mary Louise Moore.....	B
4550	Andrew Orr Hastings.....	B	4600	Sarah Jane McArthur.....	B
4551	William Riddell Henderson.....	B	4601	Mary McLaren McKay.....	B
4552	James Walter Hodgins.....	B	4602	Rose Northcott.....	B
4553	William Jones.....	B	4603	Mary Ashton Poole.....	B
4554	William B. Kayler.....	B	4604	Catherine Ross.....	B
4555	George Leyes.....	B	4605	Augusta L. Shaw.....	B
4556	Harry Martin.....	B	4606	Sarah Ellen Simpson.....	B
4557	George H. Miller.....	A	4607	Gertrude A. Steacy.....	B
4558	Thomas M. Mott.....	B	4608	Elvia S. Teetzel.....	B
4559	William McCoy.....	B	4609	Lizzie Thomson.....	B
4560	Angus McKay.....	B	4610	Annie Turnbull.....	B
4561	Finlay McNabb.....	B	4611	Ettie Turney.....	B
4562	Wilson McNary.....	B	4612	Lucy A. Webster.....	B
4563	George Nelson Peer.....	B	4613	Lizzie Widmer.....	B
4564	Joseph Pickering.....	B	4614	Catherine Wilson.....	B
4565	Hugh Rodger.....	B	4615	Mary Jane Wray.....	B
4566	Samuel Sample.....	B	4616	Sarah Elizabeth Yeoman.....	B



## TABLE P.—PROVINCIAL CERTIFICATES.

*Special Certificates to Candidates who taught three years prior to 18th August, 1877.*

No.	NAME.	2nd class.	No.	NAME.	2nd class.
4617	David Bell.....	A	4630	Adam Fisher .....	B
4618	Archibald G. Campbell .....	A	4631	Fanny Huber.....	B
4619	Tristram Chislitt.....	A	4632	Robert Junkin.....	A
4620	Sybella J. Dobie.....	A	4633	Jennie Larmon.....	B
4621	O. S. Hicks.....	A	4634	Ferdinand Merner .....	B
4622	Robert R. Lennore.....	A	4635	John A. Macdonald.....	B
4623	John Milligan.....	A	4636	Malcolm Mackinnon.....	B
4624	James Winterborn .....	A	4637	Michael O'Brien .....	A
4625	Jennie Appleget.....	B	4638	Conrad H. Peterson.....	B
4626	Fletcher Blagborne.....	B	4639	William Petrie .....	B
4627	Salemina Bradley.....	B	4640	Ellen Potticary.....	B
4628	Charles S. Burton.....	B	4641	Robert Tasker.....	B
4629	Angus Cameron.....	B	4642	Richard M. White.....	B

*Certificates granted by Order in Council, dated 26th September, 1879, to Candidates who taught for three years prior to 18th August, 1877.*

4643	Hugh B. McKay .....	B	4651	James Keatley .....	A
4644	David Archer .....	B	4652	Elizabeth McTaggart .....	B
4645	A. E. Kennedy .....	B	4653	Mary Bowden .....	B
4646	Mary Ann Gibson .....	B	4654	Edward McEvers.....	B
4647	A. N. Mosgrove.....	A	4655	Helen Madden .....	B
4648	Louise D. Lee.....	B	4656	Agness Cowan.....	B
4649	.....	.....	4657	Charles C. Hodgins .....	B
4650	Robert Drinnan .....	A	4658	John McMillan.....	B

*Certificates granted by Order in Council, dated 26th September, 1879, the Candidates having complied with the regulations of the Department.*

4659	George J. Gibb .....	A	4661	Charles W. Morey.....	B
4660	Fred. Killmer .....	A			

*Certificates granted by Order in Council, dated 4th October, 1879, to Candidates who taught for three years prior to August 18th, 1877.*

4662	Elizabeth Robertson .....	B	4665	James M. Ferguson.....	B
4663	James Ward .....	B	4666	John Robinson .....	A
4664	Junius Bradley .....	A			

*Certificates granted by Order in Council, dated 18th October, 1879, to Candidates who taught for three years prior to 18th August, 1877.*

4667	Sarah Turnbull .....	A	4669	David Nairn.....	A
4668	Henry Ball .....	A			

*Certificates granted by Order in Council, dated 18th October, 1879, to Candidates who taught for three years prior to 18th August, 1877.*

4670	Ellen Jenkins .....	B	4678	Matthew Powell McMaster.....	B
4671	Bethea Hamilton.....	B	4679	Lorenzo W. Thompson.....	B
4672	Mary Dodd .....	B	4680	John McG. McGillivray.....	B
4673	Rowland C. Whittet .....	B	4681	Robt. H. McMaster.....	B
4674	Nelson Sharpe .....	B	4682	Samuel Martin .....	B
4675	Jennie McKill.....	B	4683	Thomas C. Graham.....	B
4676	Evelyn Edwards.....	B	4684	Richard W. Vollick .....	B
4677	Hannah Louisa Davis .....	B			

*Certificates granted by Order in Council, dated 22nd October, 1879, to Candidates who taught for three years prior to 18th August, 1877.*

4685	Mrs. R. Moodie .....	B	4688	Frederic Humberstone .....	B
4686	Sarah A. Burgess .....	B	4689	Dencie E. Snively .....	B
4687	William C. McEachern .....	B	4690	John Keith. ....	A



TABLE P.—PROVINCIAL CERTIFICATES.

*Certificates granted by Order in Council, dated 23rd October, 1879, to Candidates who taught for three years prior to 17th August, 1877.*

No.	NAME.	2nd Class.	No.	NAME.	2nd class.
4691	Mary Coltort .....	B	4696	Annie Burrows .....	A
4692	Neil Shaw .....	B	4697	William A. Howard*	B
4693	Rebecca Louisa Sing .....	A	4698	James W. Rodgers .....	A
4694	William Shannon .....	B	4699	Isaac N. Guthrie .....	B
4695	John Ritchie .....	A			

\* Cancelled by Order in Council.

*Certificates granted by Order in Council, dated 29th October, 1879, to Candidates who have taught for three years prior to 17th August, 1877.*

4700	Julia Winslaw .....	A	4706	Wellington H. Wismer .....	B
4701	Annie Craig Manson .....	B	4707	Helen Leadbetter .....	B
4702	Kate Race .....	B	4708	W. W. Tait .....	B
4703	Francis Joseph Gillespie .....	B	4709	Adelaide Turner .....	B
4704	Walter G. Jessop .....	B	4710	J. J. Rheintgen .....	B
4705	Priscilla Black .....	B			

*First-class Certificate granted by Order in Council, dated 18th October, 1879.*

4711 | Thomas Cameron .....

| C |

*Certificate granted by Order in Council, dated 1st September, 1879, valid for one year from date.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
4712	Edward Best .....	B			

*Certificates granted by Order in Council, dated 1st November, 1879, to Candidates who have taught for three years prior to 18th August, 1877.*

4713	Dugald Campbell .....	A	4716	Malcolm R. Kidd .....	B
4714	Sarah Gill .....	B	4717	James B Hicks .....	B
4715	Sarah Jane Hysop .....	B	4718	William R. Murdie .....	A

*Certificates granted by Order in Council, dated 7th November, 1879, to Candidates who have taught three years prior to 18th August, 1877.*

4719	John McKenzie .....	B	4721	Louise Brownlee .....	B
4720	Elizabeth Grant .....	B			

*Certificates granted by Order in Council, dated 11th November, 1879, to Candidates who have taught three years prior to 18th August, 1877.*

4722	Susan M. Nixon .....	B	4725	Alonzo Knight .....	B
4723	John A. Crysler .....	B	4726	James McNabb .....	B
4724	James Asher .....	B			

*Certificates granted by Order in Council, dated 22nd November, 1879, to Candidates who have taught for three years prior to 18th August, 1877.*

4727	Mary E. Walker .....	B	4730	Elizabeth R. Davis .....	B
4728	Isabella S. Pringle .....	B	4731	Emma Boyd .....	B
4729	Mary Stevenson .....	B			

*Certificates granted by Order in Council, dated 26th November, 1879, to Candidates who have taught for three years prior to 18th August, 1877.*

4732	Jessie Cameron .....	B	4733	Eliza Jane Hall .....	B
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## TABLE P.—PROVINCIAL CERTIFICATES.

*Certificates granted by Order in Council, dated 1st December, 1879, to Candidates who have taught three years prior to 18th August, 1877.*

No.	NAME.	2nd class.	No.	NAME.	2nd class.
4734	William Boyd .....	B	4735	Henry Love .....	B

*Certificate granted by Order in Council, dated 3rd December, 1879, to Candidates who taught three years prior to 18th August, 1877.*

4736 | J. Washington Puffer ..... | B ||

*Certificates granted by Order in Council, dated 9th December, 1879, to Candidates who have taught three years prior to 18th August, 1877.*

4737 | Helen Blake..... | B || 4739 | Elizabeth McKellar..... | B  
4738 | Mary A. Cassiday ..... | B ||

*Certificates granted by Order in Council, dated 18th December, 1879, to Candidates who have taught three years prior to 18th August, 1877.*

4740 | Harriett Elizabeth Whelpley ..... | B || 4742 | Samuel Raulston..... | A  
4741 | Sylvester N. Young..... | B || 4743 | Elizabeth K. Scott..... | B

*Certificates granted by Order in Council, dated 29th December, 1879, to Candidates who have taught three years prior to 17th August, 1877.*

4744 | David Honeywell ..... | B || 4745 | Frances H. Allingham ..... | B

XIX.—TABLE Q.—TEACHERS' ASSOCIATIONS, 1879.

NAME OF ASSOCIATION.	RECEIPTS.			EXPENDITURE.																		
	Number of Associations.	Total Number of Members.	Total Number who have paid Fees.	Government Grant.		Government Libraries.	Municipal Grant.		Members' Fees.		Balances and other sources.		Total.		Printing and Postage.		Libraries.		Miscellaneous.		Total.	Balances.
				\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$		
Glenarry .....	1	80	15	50 00	....	....	....	....	7 50	43 49	93 49	7 45	....	100 00	12 24	19 69	73 80					
Stormont .....	1	40	15	50 00	25 00	....	....	....	23 50	68 58	126 08	2 73	100 00	2 71	105 44	20 64						
Dundas .....	1	82	63	50 00	35 82	....	....	....	0 25	11 63	97 31	22 04	50 00	31 35	103 39	73 92						
Prescott .....	1	26	1	50 00	....	....	....	....	5 00	58 65	113 65	6 01	71 64	4 75	80 39	17 31						
Russell .....	1	32	14	50 00	....	....	....	....	13 50	77 90	141 40	12 75	....	100 90	106 91	6 74						
Grenville .....	1	54	54	50 00	50 00	....	....	....	19 50	51 20	170 70	16 00	100 00	39 00	155 00	93 59						
No. 1 Leeds .....	1	110	39	50 00	41 00	....	....	....	11 75	69 32	172 07	7 85	87 00	38 88	133 73	15 70						
No. 2 Leeds .....	1	76	35	50 00	....	....	....	....	....	5 75	71 25	19 75	....	50 00	50 00	38 34						
Lanark .....	1	...	...	50 00	....	....	....	....	15 50	5 75	71 25	19 75	....	50 00	50 00	...						
Renfrew .....	1	74	31	50 00	....	50 00	....	....	23 00	4 08	127 08	20 94	....	3 75	23 50	47 75						
Frontenac .....	1	46	46	50 00	35 00	....	50 00	....	9 50	57 75	152 25	7 95	85 00	19 31	112 26	3 48						
Lennox and Addington .....	1	83	22	50 00	25 00	....	....	....	...	62 35	137 35	6 90	50 00	29 88	86 78	39 99						
Prince Edward .....	1	80	...	50 00	....	....	....	....	15 25	45 48	110 73	10 75	....	43 17	53 92	56 81						
North Hastings .....	1	70	40	50 00	....	....	....	....	25 00	51 40	126 40	26 11	....	30 47	56 58	69 82						
South Hastings .....	1	117	71	50 00	....	....	....	....	32 50	132 94	165 44	28 50	....	51 75	80 25	85 19						
Northumberland .....	1	130	77	...	....	....	....	....	31 55	6 95	88 50	16 53	9 00	10 90	36 43	52 07						
Durham .....	1	80	55	50 00	....	....	....	....	...	...	50 00	...	...	50 00	50 00	...						
Peterborough .....	1	...	...	50 00	33 56	25 00	4 50	32 70	145 76	7 94	67 14	...	67 14	20 14	95 22	50 54						
East Victoria .....	1	24	18	50 00	....	25 00	...	37 50	112 50	5 50	...	5 50	...	9 35	14 85	97 65						
West Victoria .....	1	...	...	50 00	....	25 00	...	...	2 90	88 40	88 40	12 70	...	44 50	57 20	31 20						
Ontario .....	1	95	71	50 00	....	....	...	17 50	68 06	185 56	185 56	14 62	103 10	50 00	167 72	17 84						
North York .....	1	85	35	50 00	50 00	....	...	37 50	37 50	104 00	104 00	20 19	...	48 00	68 19	35 81						
Peel .....	1	61	40	50 00	....	50 00	4 25	9 47	113 72	26 87	...	26 87	...	41 42	68 29	45 43						
South Simcoe .....	1	93	21	50 00	27 25	25 00	13 50	74 66	190 41	14 01	64 60	10 80	49 71	71 70	135 42	54 99						
Haldon .....	1	73	27	50 00	32 30	....	10 00	58 25	150 55	10 80	64 60	10 80	64 60	14 40	89 80	60 75						
Wentworth .....	1	190	21	50 00	....	....	...	2 79	74 29	13 31	5 00	13 31	5 00	25 00	43 31	30 98						
Brant .....	1	117	55	50 00	....	....	21 50	74 36	124 36	0 83	...	0 83	...	47 65	48 48	75 88						
Lincoln .....	1	105	...	50 00	....	....	...	...	...	...	...	12 24	...	33 25	45 49	23 01						
Welland .....	1	89	...	25 00	....	....	8 50	35 00	68 50	12 24	...	12 24	...	33 25	45 49	23 01						



[illegible]

	Total, 1879	60	4185	1702	2750 00	766 55	350 00	756 55	3009 14	7632 24	684 08	1087 68	2400 54	4772 30	2859 94
"	1878	54	3511	1684	2712 50	534 88	530 00	689 32	1494 92	5961 62	679 74	1069 76	2015 13	3764 63	2196 99
Increase	.....	6	674	78	37 50	231 67	.....	67 23	1514 22	1670 62	4 34	617 92	385 41	1007 67	682 95
Decrease	.....	..	..	..	.....	.....	180 00	.....	.....	.....	.....	....	.....	.....	.....

## XX.—REPORT OF SUB-COMMITTEE ON MODEL SCHOOLS, 1879.

To the REV. GEO. PAXTON YOUNG, M.A., *Chairman of the Central Committee of Examiners.*

Sir,—Your Sub-Committee on County Model Schools beg leave to present herewith their annual detailed report of the attendance of teachers, accommodation provided, and such other matters as are required by the Education Department, of which the following is a brief summary :

Number of Model Schools in operation .....	51
Increase over last year .....	1

## ATTENDANCE.

Number of Teachers-in-Training, first term .....	1006
Males .....	532
Females .....	474
Number in attendance, second term .....	289
<i>Decrease</i> .....	96
Males .....	154
Females .....	135
Total attendance, both terms .....	1295
<i>Decrease</i> .....	96
Attendance 1877 .....	1277
"    1878 .....	1391
"    1879 .....	1295

## LECTURE COURSE.

Number of Lectures on Education, including Methods of Teaching .....	1758
<i>Decrease</i> .....	68
Number of Lectures on Hygiene .....	475
<i>Decrease</i> .....	26
Number of Lectures on School Law .....	400
<i>Decrease</i> .....	21
Number of Lessons in Mental Arithmetic .....	1215
<i>Decrease</i> .....	111
Number of Lessons in Reading .....	1215
<i>Decrease</i> .....	84

## PRACTICAL TEACHING.

Number of Classes taught by Teachers-in-Training, <i>1st Term</i> .....	1272
"                    "                    " <i>2nd Term</i> .....	574
Increase over last year .....	98
<i>Highest</i> number of Classes taught in any School .....	70
<i>Lowest</i> "                    " .....	7
Average number of Lessons taught, <i>1st Term</i> .....	25
"                    " <i>2nd Term</i> .....	27

## STANDING OF TEACHERS-IN-TRAINING.

Number reported by Principal in final Report as <i>1st rate</i> .....	266
"                    "                    " <i>2nd</i> " .....	450
"                    "                    " <i>3rd</i> " .....	372
"                    "                    " <i>4th</i> " .....	123
"                    "                    " <i>5th</i> " .....	41
"                    "                    " <i>6th</i> " .....	7
Number <i>rejected</i> by Board of Examiners .....	78
Number <i>rejected</i> last year .....	52
Number holding Intermediate Certificates .....	409

## ACCOMMODATION AND STAFF.

Number of Model Schools that complied fully with the regulations . . .	30
<i>Increase</i> . . . . .	3
Number with Principals holding a First-class Provincial Certificate . . .	42
<i>Increase</i> . . . . .	2
Number with duly qualified Assistants . . . . .	45
<i>Increase</i> . . . . .	4
Number with required room accommodation . . . . .	35
Same as last year.	

Your Sub-Committee has to report that, with two or three exceptions, every Model School was visited either during the first or second term. Owing to the delay in receiving instructions from the Minister of Education, the work of inspection was not begun till about the middle of the first term, and was conducted on the same general principle as formerly, greater stress, however, was laid on practical teaching than during previous years, and the students more frequently tested as to their methods of conducting recitations and managing classes. From the detailed report it will be seen that the students taught a greater number of classes themselves than formerly, and that while their labours in this direction have increased, the number of Lectures delivered by Principals has decreased. We regard the prominence thus given to the *practical* over the *theoretical* as a good feature of this year's work. It will also be noticed that 409 teachers-in-training holding Intermediate Certificates passed through the County Model Schools during the past year. The number rejected by County Boards has increased from 52 to 78. The number of County Councils granting aid to the County Model School was 40, as against 36 the previous year.

## SUGGESTIONS.

The following suggestions are submitted for consideration :—

- (1) The appointment of an assistant who could relieve the Principal for at least half of each day, during the Model School term.
- (2) Lengthening the term from two to three months.
- (3) Making all Public Grants to County Model Schools a certainty, and increasing the sum to at least \$400.

(1) In regard to the first suggestion your Sub-Committee feels that it is of the first importance that Principals should, in some way, be relieved of the great burden which Model School work at present imposes upon them. The employment of an assistant during the M. S. term is the only way to meet the difficulty. By increasing the grant, as above suggested, an ample remedy would be provided.

It is unreasonable to expect Principals to labour from 8 a.m. till 5 p.m. and maintain the physical energy requisite for effective work.

(2) The Lecture course covers so much ground that under the present arrangement, there is little time left for that criticism and review which is felt on all hands to be desirable. And above all the time devoted to teaching is far too limited. It is found that the profit arising to the students from conducting recitations, does not consist in the number of classes taught but in the criticism on *methods* and *manner* by the Principal afterwards. To allow sufficient time for this purpose the term should be lengthened ; and even although a greater number of Classes might not be taught by the students than at present, the errors and defects of the students could be pointed out, and bad habits more thoroughly corrected. The demand for more time is earnestly requested and we hope will be conceded with as little delay as possible.

(3) Although the majority of County Councils have already voluntarily contributed the grant recommended by the regulation, still the uncertainty that now prevails creates an uneasiness among Boards of Trustees that should be removed. An alternative might be allowed of providing the appropriation required, either from County Funds, or from fees imposed upon students, sufficient to realize either the whole or part of the amount decided upon.

## MODEL SCHOOL STAFF.

There are now 42 Principals with the requisite qualifications, as against 40 last year. It may be safely said that upon the whole they are able, devoted and successful. The relations existing between them and the teachers-in-training have always been of the most cordial character, and their influence of a nature calculated to give tone and dignity to the profession. In many cases they have been assisted by the County Inspectors, members of the Medical Profession and by Clergymen, in the Lecture work.

In closing our report for 1879 it gives us much pleasure to assure you that what was an experiment two years ago is now admitted on all hands to be a decided success, and it only requires a few such changes as those already indicated to place the County Model Schools in a position to contribute even more largely than they do at present to the educational interests of the Province.

Respectfully submitted.

GEORGE W. ROSS,

*Chairman, Sub-Committee on County Model Schools.*



STATEMENT showing the Name and Certificate of the Principal of each Model School, the Qualifications of the Assistants, and the Room and Accommodation provided by Boards of Trustees.

NAME OF SCHOOL.	NAME OF PRINCIPAL.	STANDING OF PRINCIPAL.	QUALIFICATION OF ASSISTANTS.	ROOMS PROVIDED.	REMARKS.
Brampton.....	A. Morton.....	1st class, County Board.....	2 Second.....	One room	
Barrie.....	W. B. Harvey.....	1st B, Provincial.....	8 do.....	do	
Berlin.....	J. Suddaby.....	1st do.....	8 do.....	do	
Belleville.....	J. Irwin.....	2nd do.....	4 do.....	do	
Brockville.....	J. S. Atkinson, M.D.....	1st do.....	10 do.....	do	
Brantford.....	W. Wilkinson, M.A.....	2nd do.....	13 do.....	do	
Bradford.....	Frank Wood.....	1st do.....	2 do.....	do	
Chatham.....	D. Johnson.....	1st do.....	5 do.....	None	
Clinton.....	D. M. Malloch.....	1st A do.....	5 do.....	One room	
Caledonia.....	W. R. Telford.....	1st B do.....	2 do.....	do	
Cobourg.....	W. E. Sprague.....	1st A do.....	2 do.....	None	
Cornwall.....	Geo. Milden.....	1st B do.....	2 do.....	One room	
Durham.....	M. Armstrong.....	1st do.....	2 do.....	do	
Farmersville.....	Isaac S. Rowatt.....	1st A do.....	3 do.....	One room	
Forest.....	M. Ferguson.....	1st B do.....	3 do.....	do	
Goderich.....	W. R. Miller.....	2nd A do.....	7 do.....	One room	
Galt.....	R. Alexander.....	1st B do.....	5 do.....	One room	
Harriston.....	C. T. Migg.....	2nd do.....	1 do.....	One room	
Hamilton.....	G. W. Johnston.....	2nd do.....	2 do.....	One room	
Ingersoll.....	J. S. Deacon.....	1st B do.....	5 do.....	One room	
Kincardine.....	F. C. Powell.....	1st do.....	2 do.....	One room	
Kingston.....	W. J. Summerby.....	1st A do.....	3 do.....	One room	
London.....	W. J. Carson.....	1st A do.....	2 do.....	do	
Lindsay.....	John H. McPaul.....	1st A do.....	5 do.....	do	
Mount Forest.....	S. B. Westervelt.....	2nd do.....	2 do.....	One room	
Milton.....	P. McLean.....	1st do.....	2 do.....	One room	
Morrisburg.....	W. H. Colles.....	1st do.....	1 do.....	One room	
Martintown.....	A. Kennedy.....	1st do.....	3 do.....	do	
Newmarket.....	W. Rennie.....	1st do.....	2 do.....	One room	
Napanee.....	James Bowerman.....	2nd do.....	2 do.....	One room	
New Edinburgh.....	John McJanet.....	2nd do.....	6 do.....	do	
Owen Sound.....	John A. Grigg.....	1st do.....	2 do.....	do	
Port Perry.....	A. McRae.....	1st do.....	7 do.....	do	
Port Hope.....	D. J. Goggin.....	1st do.....	3 do.....	do	
Pictou.....	N. Gordon.....	1st A do.....	3 do.....	do	
Prescott.....	R. W. Hicks.....	2nd do.....	8 do.....	do	

School new

STATEMENT showing the Name and Certificate of the Principal of each Model School, the Qualifications of the Assistants, and the Room and Accommodation provided by Boards of Trustees.

NAME OF SCHOOL.	NAME OF PRINCIPAL.	STANDING OF PRINCIPAL.	QUALIFICATION OF ASSISTANTS.	ROOMS PROVIDED.	REMARKS.
Perth .....	Henry Beer .....	1st	Provincial .....		
Renfrew .....	A. N. Curry .....	1st B	do .....	One room	
Sarnia .....	Alex. Wark .....	1st	do .....	do	
St. Thomas .....	N. M. Campbell .....	1st	do .....	do	
Strathroy .....	R. Shepherd .....	1st B	do .....	do	
Stratford .....	H. Dickenson .....	1st	do .....	do	
Simcoe .....	Geo. Grant, B.A. ....	1st	do .....	One room	
St. Catharines .....	J. B. Gray .....	1st	do .....	do	
Vankleek Hill .....	H. Gray .....	1st	do .....	do	
Whitby .....	James Brown .....	1st C	do .....	do	
Windsor .....	James Duncan .....	1st	do .....	do	
Walkerton .....	Joseph Boag .....	1st	do .....	do	
Woodstock .....	James E. Dennis .....	1st	do .....	do	
Welland .....	R. Grant .....	1st C	do .....	do	
Yorkville .....	W. J. Hendry .....	1st	do .....	One room	

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# EDUCATIONAL DEPOSITORY.

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## THE EDUCATIONAL DEPOSITORY.

XXI.—TABLE R.—STATEMENT No. 1.—The Free Public Libraries of Ontario, 1879.

## SUPPLIED BY THE EDUCATION DEPARTMENT.

	MONEYS.					Total Number of Volumes supplied during the year.	Number of Libraries exclusive of sub-divisions.	Total Number of Volumes in Libraries.
	Local Appropriation.	Legislative Appropriation.	Value of Books sent.	Value of Books sent in former years.	Total value of Books sent.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.			
Total Counties and Incorporated Villages ..	1426 13	1426 13	2852 26	142844 96	145697 22	3281	1486	257675
Total Cities .....	173 78	240 75	414 53	18874 76	19289 29	393	17	24479
Total Towns .....	114 98	114 98	229 97	13065 67	13295 64	138	63	16589
Grand Totals .....	1714 89	1781 86	3496 76	174785 39	178282 15	3812	1566	298743

TABLE R.—STATEMENT No. 2.—The Free Public Libraries of Ontario.

The following is a Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Ontario Education Department, from 1853 to 1879 inclusive.

	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales & Sketches Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.
Totals..	238743	49648	17019	3069	7030	5236	2499	14414	2701	10609	29242	27545	33071	83500	5041	8118	1063995	1362738
																		35402
																		1398140

Volumes sent to Mechanics' Institutes and Sunday Schools .....

Grand total Library and Prize Books despatched up to 31st December, 1879 .....

SUMMARY OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT TO COUNTIES  
(INCLUDING VILLAGES), CITIES AND TOWNS, DURING THE YEAR 1879.

MUNICIPALITIES.	MONEYS.			MAPS OF								APPARATUS.		OBJECT LESSONS.		PRIZE BOOKS.		
	Local Contribu- tions.	Legislative Ap- portionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Classical and Scriptural.	Other Charts and Maps.	Globes.	Pieces.	Historical and other Lessons in Sheets.	Value of Maps, Appa- ratus and Sheets.	Number of Volumes.	Value.
Total, 1879 .....	\$ 13867 08½	\$ 14467 82½	\$ 28334 91	327	324	268	239	504	318	236	119	443	161	3246	16533	\$ 14325 45	41957	\$ 14009 46
“ 1878 .....	18836 18	19630 93	38467 11	302	308	238	204	503	366	192	86	941	309	4816	26612	20514 11	52573	17953 00
Increase .....	.....	.....	.....	25	16	30	35	1	....	44	33	....	....	....	.....	..	....	.....
Decrease .....	4969 09½	5163 10½	10132 20	....	..	....	....	....	48	....	....	498	148	1570	10079	6188 66	10616	3943 54

TABLE S.—The High and Public Schools of Ontario, 1879.

SUMMARY SHOWING TOTAL NUMBER OF MAPS, APPARATUS AND PRIZE BOOKS SUPPLIED BY THE EDUCATION DEPARTMENT FROM 1855 TO 1879, INCLUSIVE.

YEARS.	MONEYS.			MAPS OF							APPARATUS.		OBJECT LESSONS.	PRIZE BOOKS.		
	Local Contribu- tion.	Legislative Ap- portionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Pieces.	Historical and other Lessons in Sheets.	Number of Volumes.
From 1855 to 1878 inclusive	\$ 310660 55	\$ 311455 30½	\$ 622115 86½	7103	6931	5496	5028	6529	7472	5390	3664	11209	3707	37049	339992	1022038
1879 .....	13867 08	14467 82½	28334 91	327	324	268	239	504	318	236	119	443	161	3246	16533	41957
Grand Total .....	324527 63	325923 13	650450 77	7430	7255	5764	5267	7033	7790	5626	3783	11652	3868	40295	356525	1063995



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# SUPERANNUATION OF TEACHERS.

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## SUPERANNUATED PUBLIC SCHOOL TEACHERS.

XXIII.—TABLE T.—The Superannuated or Disabled Public School Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
13	James Benton.....	83	25	150 00	146 00
42	W. R. Thornhill.....	81	22	132 00	128 00
47	John Nowlan.....	88	24	144 00	140 00
49	George Reynolds.....	84	28 <sup>1</sup> / <sub>2</sub>	171 00	167 00
55	John Donald.....	80	20 <sup>1</sup> / <sub>2</sub>	123 00	119 00
56	Angus McDonell.....	84	33 <sup>1</sup> / <sub>2</sub>	201 00	197 00
57	James Forde.....	77	18	108 00	104 00
63	Donald McDougall.....	79	14	84 00	80 00
71	Thomas White.....	89	23 <sup>3</sup> / <sub>4</sub>	142 50	138 50
73	Norman McLeod.....	87	16	96 00	92 00
79	William Glasford.....	69	18 <sup>1</sup> / <sub>2</sub>	111 00	107 00
82	John Vert.....	69	21 <sup>1</sup> / <sub>2</sub>	129 00	125 00
83	William Benson.....	82	23	138 00	134 00
84	William Kearns.....	87	25	150 00	146 00
88	Hector McRae.....	83	20	120 00	116 00
92	Emily Cozens.....	74	27	162 00	158 00
93	William Dermott.....	81	13	78 00	74 00
96	Walter Hick.....	91	25	150 00	146 00
07	Daniel Wing.....	76	26	156 00	152 00
115	Isabella Kennedy.....	77	22	132 00	128 00
122	Peter Fitzpatrick.....	87	23	138 00	134 00
126	James Kehoe.....	79	19	114 00	110 00
128	James McQueen.....	72	22 <sup>1</sup> / <sub>2</sub>	135 00	131 00
129	John Miskelly.....	81	12 <sup>1</sup> / <sub>2</sub>	75 00	71 00
135	Andrew Power.....	61	17	102 00	98 00
140	John Brown.....	81	34	204 00	200 00
141	John Monaghan.....	75	15	90 00	86 00
142	Richard Youmans.....	75	20	120 00	116 00
144	William Ferguson.....	79	24	144 00	140 00
149	Daniel S. Sheehan.....	95	20	120 00	116 00
157	Jeremiah O'Leary.....	79	28	168 00	164 00
162	James Bodfish.....	76	20	120 00	116 00
165	E. Redmond.....	79	32 <sup>1</sup> / <sub>2</sub>	195 00	191 00
170	W. B. P. Williams.....	75	9	54 00	50 00
171	Julius Ansley.....	75	18	108 00	104 00
173	Thomas Buchanan.....	74	20	120 00	116 00
174	Matthew M. Hutchins.....	72	22	132 00	128 00
178	Helen McLaren.....	70	21	126 00	122 00
179	Ralph McCallum.....	70	23	138 00	134 00
184	John Dodds.....	74	21	126 00	122 00
186	P. G. Mulhern.....	79	29	174 00	170 00
188	Thomas Sanders.....	87	30	180 00	176 00
190	George Weston.....	81	22 <sup>1</sup> / <sub>2</sub>	135 00	131 00
193	Robert Hamilton.....	86	16	96 00	92 00
196	Joseph D. Thomson.....	70	14	84 00	80 00
198	Henry Bartley.....	72	23	138 00	134 00

The allowances are subject to a deduction, before payment, of \$4 for annual subscription, required by Law

TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
200	Melinda Clarke.....	69	15½	93 00	89 00
201	James Brown.....	74	27½	165 00	161 00
202	Daniel Callaghan.....	82	30	180 00	176 00
206	James Robinson.....	64	18	108 00	104 00
207	Jane Tyndall.....	75	21	126 00	122 00
209	William Brown.....	66	13	78 00	74 00
210	James Armstrong.....	66	25	150 00	146 00
211	Caroline F. Mozier.....	70	27	162 00	158 00
212	Eliza Barber.....	61	18½	111 00	107 00
214	James McFarlane.....	73	27	162 00	158 00
215	James McKay.....	69	33	201 00	176 50
216	J. C. Van Every.....	76	20	120 00	116 00
217	Benjamin Woods.....	79	29	174 00	170 00
218	John Younghusband.....	84	33½	201 00	197 00
219	William Irvine.....	81	36	216 00	212 00
221	Richard Campbell.....	79	31	186 00	182 00
222	James Mahon.....	69	20	120 00	116 00
228	John Douglass.....	84	22	132 00	128 00
229	Daniel McGill.....	74	30	180 00	176 00
231	Anna McKay.....	76	18	108 00	104 00
234	Robert Jordan.....	84	28	168 00	164 00
235	David Kee.....	64	17	102 00	98 00
238	Thomas Whitfield.....	70	32½	195 00	191 00
240	John Robinson.....	78	17	102 00	98 00
241	Archibald C. Boyd.....	54	19½	117 00	113 00
242	James Briggs.....	68	37	222 00	218 00
245	John Graydon.....	75	30	180 00	176 00
247	John Ross.....	69	22	132 00	128 00
248	John Roberts.....	78	16	96 00	92 00
251	Mary Crawford.....	59	15	90 00	86 00
252	William Lewis.....	62	22½	135 00	131 00
253	John Russell.....	74	30	180 00	176 00
254	George Wilson.....	80	20	120 00	116 00
258	Benjamin Meeds.....	70	23½	141 00	137 00
259	J. A. G. Williamson.....	60	17	102 00	98 00
261	Thomas Howatson.....	80	10	60 00	56 00
263	Alexander McLeod.....	75	48	288 00	284 00
264	William Moore.....	59	23	138 00	134 00
265	Thomas C. Smyth.....	76	15	90 00	86 00
266	George Wilkin.....	71	25	150 00	146 00
267	Michael Gallagher.....	62	29	174 00	170 00
268	Robert Futhey.....	73	32	192 00	188 00
269	John McNaughton.....	60	29	174 00	170 00
270	Alexander McIntyre.....	60	24	144 00	140 00
271	Frederick Rimmington.....	47	12	72 00	68 00
272	Hugh Duff.....	66	21½	129 00	125 00
273	James W. McBain.....	46	20	120 00	116 00
274	John Quin.....	58	31	186 00	182 00
275	Adam Robinson.....	73	16½	99 00	95 00
276	Mary Blount Thorn.....	56	14	84 00	80 00
278	William Trenholm.....	62	23	138 00	134 00
279	John Ferguson.....	48	16	96 00	92 00



TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
282	Ephraim Rosevear.....	45	22	132 00	128 00
283	Adam Scott.....	74	21 <sup>1</sup> / <sub>2</sub>	129 00	125 00
284	James Banks.....	73	16	96 00	92 00
285	Matthew D. Canfield.....	69	29 <sup>1</sup> / <sub>2</sub>	177 00	173 00
286	Richard Coe.....	51	13 <sup>3</sup> / <sub>4</sub>	81 00	77 00
287	William Curry.....	49	16	96 00	92 00
288	John Jamieson.....	62	25	150 00	146 00
289	Mary Jane Haight.....	58	22 <sup>1</sup> / <sub>2</sub>	135 00	131 00
290	William Thorn.....	70	16	96 00	92 00
291	Edwin Bates.....	60	17 <sup>1</sup> / <sub>2</sub>	105 00	53 50
292	John Burke.....	67	22	132 00	128 00
293	Henry Buckland.....	53	18 <sup>1</sup> / <sub>2</sub>	111 00	107 00
295	James Milner.....	65	32 <sup>1</sup> / <sub>2</sub>	195 00	191 00
296	Patience S. Courtney.....	55	17	102 00	98 00
297	William Armstrong.....	68	45	270 00	266 00
298	Joseph D. Booth.....	54	21	126 00	122 00
299	Michael Brennan.....	69	16	96 00	92 00
300	Henry Benglet.....	59	21	126 00	122 00
301	Patrick Donovan.....	67	28	168 00	164 00
302	John Fraser.....	78	16	96 00	92 00
303	John Isbister.....	78	15 <sup>1</sup> / <sub>2</sub>	93 00	89 00
304	Barbara A. Irvine.....	45	22	132 00	128 00
305	Robert Marlin.....	65	26	156 00	152 00
306	Archibald McSween.....	67	20	120 00	116 00
307	Daniel McRae.....	71	24	144 00	140 00
308	Timothy J. Newman.....	63	23	155 00	151 00
311	James Scott.....	64	14	84 00	80 00
312	James Simpson.....	71	10	60 00	56 00
313	Thomas Chaplin.....	46	17	102 00	98 00
314	James Cooke.....	46	16	96 00	92 00
315	Frances Johnson.....	54	19	114 00	110 00
316	Robert Rooney.....	52	23	138 00	134 00
317	John Gibbs.....	65	18	108 00	104 00
318	Robert Kerr.....	67	28	168 00	164 00
319	Charles Macartney.....	63	18	108 00	104 00
324	James Elliott.....	55	23	138 00	134 00
325	Rebecca A. Johnson.....	45	15	90 00	86 00
326	Luke D. Maxwell.....	62	24	144 00	140 00
329	Francis Reynolds.....	51	14	84 00	80 00
332	Robert Dickson.....	61	18	108 00	104 00
333	Mathew Elder.....	89	28	168 00	164 00
334	William Gorman.....	55	26 <sup>1</sup> / <sub>2</sub>	159 00	155 00
335	John Lawson.....	73	44	264 00	260 00
336	Joseph Leighton.....	71	6 <sup>1</sup> / <sub>2</sub>	39 00	35 00
337	George McGill.....	57	26	156 00	152 00
338	Luke Morris.....	66	19	114 00	110 00
339	Dawson Reid.....	63	13	78 00	74 00
342	William Gilmer.....	75	10	60 00	56 00
344	Elizabeth Greerson.....	69	27	162 00	158 00
345	Levi T. Hyde.....	43	17	116 00	112 00
346	Michael McAuliffe.....	69	23	138 00	134 00
348	Jacob Tyndall.....	74	20	120 00	116 00
349	Charles F. Russell.....	44	19	114 00	110 00
350	Robert H. Wickham.....	64	33	198 00	194 00
351	William Watson.....	61	24	147 50	143 50
352	William Bradley.....	73	28	168 00	164 00

TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
353	John Bruce.....	71	27	162 00	158 00
354	Benjamin Burkholder.....	65	28 <sup>1</sup> / <sub>2</sub>	171 00	167 00
355	Asahel B. Clark.....	43	17	117 50	113 50
356	James C. Clark.....	58	26	156 00	152 00
358	Robert Graham.....	69	25	150 00	146 00
359	Henry Greer.....	72	26	156 00	152 00
362	John S. Kingston.....	67	8 <sup>1</sup> / <sub>2</sub>	51 00	47 00
363	A. B. C. McConnell.....	68	9	54 00	50 00
364	John McMahon.....	41	17	102 00	98 00
366	William J. Ridley.....	63	20	120 00	116 00
368	William R. Rodway.....	68	16	96 00	92 00
369	Edward Rothwell.....	70	40	240 00	236 00
370	Solomon P. Smith.....	65	35	210 00	206 00
372	Daniel Sullivan.....	52	22 <sup>1</sup> / <sub>2</sub>	135 00	131 00
373	Alexander Best.....	60	15	90 00	86 00
374	Nathan Bicknell.....	56	13 <sup>1</sup> / <sub>2</sub>	81 00	77 00
375	Alexander Canning.....	54	14	84 00	80 00
376	Jane S. Chadwick.....	51	18 <sup>1</sup> / <sub>2</sub>	111 00	107 00
377	Margaret Cozens.....	69	15	90 00	86 00
378	William Earngey.....	59	16	96 00	92 00
379	James Hodgson.....	68	18	126 00	122 00
381	James Joyce.....	74	13	78 00	74 00
382	Elizabeth Murray.....	62	24	161 00	157 00
383	John McAdam.....	59	30	180 00	176 00
384	John McIntyre.....	67	14	84 00	80 00
385	John Ovens.....	64	23	138 00	134 00
386	John Paul.....	77	14	84 00	80 00
387	John Beaton.....	68	19	114 00	110 00
388	James Devlin.....	50	25	150 00	146 00
389	John B. Diamond.....	49	12	72 00	68 00
390	Henry Dugdale.....	59	25	150 00	146 00
391	John Fraser.....	72	24	144 00	140 00
393	James B. Hilton.....	67	30	180 00	176 00
394	Joseph Hugill.....	69	26	156 00	152 00
395	James Kelley.....	52	28	171 50	167 50
396	Allan Kennedy.....	78	14	84 00	80 00
399	Alexander Rodgers.....	56	27	162 00	158 00
400	J. G. Rothwell.....	69	36	216 00	212 00
403	E. G. Woodward.....	49	19	114 00	110 00
404	John Bremner.....	62	22	132 00	128 00
405	Anthony Elmlinger.....	67	24 <sup>1</sup> / <sub>2</sub>	147 00	143 00
406	Christianna Elliott.....	35	12	72 00	68 00
407	Patrick J. Moran.....	56	12 <sup>1</sup> / <sub>2</sub>	75 00	71 00
408	John G. McGregor.....	79	18	126 00	122 00
409	Andrew McKenzie.....	69	10	60 00	56 00
410	James Scott.....	68	24	144 00	140 00
411	Adam S. Stephen.....	64	33	198 00	194 00
412	Matthew Wellhauser.....	65	21	126 00	122 00
413	Huldah L. Whitcomb.....	54	24	160 00	156 00
414	John Blackley.....	73	29	174 00	170 00
415	John Conn.....	55	25 <sup>1</sup> / <sub>2</sub>	153 00	149 00
416	Arthur Hollis.....	69	11	66 00	62 00
418	Thomas E. Jackson.....	46	13	78 00	74 00
419	William Kerr.....	57	27	162 00	158 00
420	James Leonard.....	67	11	66 00	62 00
421	James Moriarty.....	64	27	183 00	179 00

TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
422	William McKerrow.....	70	18	108 00	104 00
423	Adam Simpson.....	73	13½	81 00	77 00
425	William Davidson.....	63	14½	87 00	83 00
426	Alexander Kennedy.....	64	30	180 00	176 00
427	Oliver O. Kenney.....	71	23	138 00	134 00
428	Jeremiah D. O'Sullivan.....	63	27	162 00	158 00
429	Alexander Weldon.....	73	20	120 00	116 00
430	James Cavanagh.....	50	11½	69 00	65 00
431	James De Cantillon.....	53	26½	159 00	155 00
432	William Davidson.....	72	16½	99 00	95 00
433	Thomas W. Garland.....	59	28	168 00	164 00
434	Elizabeth Hopkins.....	63	24½	151 50	147 50
435	J. W. Poole.....	56	24½	147 00	143 00
437	William John Hull.....	68	30½	183 00	179 00
438	William Poole.....	67	28	168 00	164 00
439	James A. Thompson.....	66	35½	213 00	209 00
440	John Anderson.....	60	15½	93 00	89 00
441	John G. Boyd.....	57	15½	93 00	89 00
442	Samuel Derby.....	56	22	132 00	128 00
444	John McNamara.....	51	17	102 00	98 00
446	Margaret Brown.....	46	11½	69 00	65 00
447	George W. DuMnage.....	63	22	132 00	128 00
448	William Emerson.....	75	2	12 00	8 00
449	Hugh Hamilton.....	65	22½	135 00	131 00
450	William F. Kennedy.....	67	46½	279 00	275 00
451	Alexander Stewart.....	77	12	72 00	68 00
452	William Barr.....	24	4½	31 50	27 50
453	Parsons D. Henry.....	42	17	102 00	98 00
454	Adele B. Rochan.....	59	10½	63 00	59 00
455	Bernard Daly.....	63	38½	231 00	227 00
456	John Dunlop.....	77	18½	111 00	107 00
457	Patrick O'Brien.....	64	17	115 00	111 00
458	Richard W. Young, M.A.....	62	26	169 00	165 00
459	Adolphus Andrews.....	57	21	126 00	122 00
460	Richard H. Banks.....	39	14	95 00	91 00
461	William M. Crewson.....	54	21	126 00	122 00
462	William H. Meredith.....	53	23	138 00	134 00
463	Jeremiah W. Palmer.....	52	19	114 00	110 00
464	William Millar.....	81	17	102 00	98 00
465	William Elmslie.....	46	17	102 00	98 00
466	Alexander Goulet.....	48	20	120 00	116 00
467	John Ireland.....	59	26	156 00	152 00
468	Robert Russell.....	43	17½	105 00	101 00
469	James Doyle.....	74	22	132 00	128 00
470	Horatio Mills.....	66	23	138 00	134 00
471	Thomas Scott.....	81	12	72 00	68 00
473	Hugh Gauley.....	60	22½	135 00	131 00
474	Robert Preston.....	55	19½	117 00	113 00
475	Andrew Quinton.....	52	26½	159 00	155 00
476	William H. Griffin.....	62	26	156 00	152 00
477	James B. Lynn.....	68	32	192 00	188 00
478	Francis Kedsle.....	62	21	126 00	122 00
479	Mary Jane Barry.....	37	13	78 00	74 00
480	Charles F. H. Metzdorf.....	47	18	108 00	104 00
481	James O'Meara.....	45	19	114 00	110 00
482	Helen Cullen.....	47	23	138 00	134 00

TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
483	Duncan McColl.....	48	17½	105 00	101 00
484	Edward Rose.....	56	25½	153 00	149 00
485	Samuel Vandewater.....	48	17	116 50	112 50
486	Thomas S. Agar.....	71	22½	146 00	142 00
487	John Coleman.....	65	9	54 00	50 00
489	Alexander Hamilton.....	65	19½	117 00	113 00
490	John Lindsay.....	73	12	72 00	68 00
491	John G. McLaughlin.....	65	20	120 00	116 00
492	Christopher J. Shaw.....	66	28	168 00	164 00
493	Patrick Sullivan.....	70	23	138 00	134 00
494	Henry Wilson.....	74	20	120 00	116 00
495	James Bell.....	73	36½	234 50	230 50
496	Jeremiah O'Meara.....	79	30	180 00	176 00
497	Robert Wiggins.....	61	15	90 00	86 00
499	Elizabeth R. Mowat.....	54	24	144 00	140 00
501	David Sloan.....	60	7	42 00	38 00
502	William Campbell.....	64	16	96 00	92 00
503	Robert W. McKay.....	61	32	192 00	188 00
504	Archibald Thomson.....	66	22	132 00	128 00
506	David Johnston.....	51	18½	111 00	107 00
507	Alexander Campbell.....	69	12	72 00	68 00
508	Robert McClelland.....	54	33	204 50	200 50
509	John Mackay.....	55	28	168 00	164 00
510	James McGirr.....	49	25	155 00	151 00
511	W. A. Pringle.....	68	32	192 00	142 00
512	Peter Cameron.....	56	12½	75 00	71 00
513	Walter Renwick.....	51	21	126 00	122 00
514	Thomas Armstrong.....	59	26	156 00	152 00
515	John Sinclair.....	51	23	138 00	134 00
516	Phillip D. Harty.....	66	19½	117 00	113 00
517	William Wilson.....	62	21	126 00	122 00
518	Phillip J. Shevlin.....	64	29	174 00	170 00
519	Elizabeth Scott.....	44	16	96 00	92 00
520	Eliza C. Brown.....	59	21	126 00	122 00
521	A. D. Fordyce.....	63	22	154 00	150 00
522	Thomas Kelly.....	66	24	144 00	140 00
523	Rev. J. Kilgour.....	67	21½	149 50	145 50
524	J. C. Bateman.....	53	14½	87 00	83 00
525	John Brennan.....	31	10½	69 50	65 50
526	John Earl.....	70	22	132 00	128 00
527	Robert McLean.....	84	11½	69 00	65 00
528	Henry Selman.....	78	12½	75 00	213 00
529	James Magill.....	53	30	180 00	176 00
530	Alexander Forbes.....	59	25½	153 00	149 00
531	Hugh C. Henry.....	58	25	150 00	146 00
532	Angus E. Kennedy.....	56	16	96 00	92 00
533	Margaret Dodge.....	47	20½	123 00	119 00
534	John Ferguson.....	60	30	180 00	322 00
535	Robert Blackwood.....	55	19½	136 50	132 50
536	Dennis O'Brien.....	69	27	162 00	122 00
537	Jacob A. Brown.....	76	10	60 00	72 00
538	Samuel Rabb.....	64	30	180 00	132 00
539	Reuben De Courcey.....	54	16	96 00	49 00
540	A. J. Merriman.....	39	19	114 00	110 00
541	Robert Conway.....	78	10	60 00	56 00
542	Patrick O'Meara.....	61	24½	147 00	100 50



TABLE T.—The Superannuated or Disabled P. S. Teachers.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.	Amount of Cash certified to the Hon. Provincial Treasurer as payable to Superannuated Teachers from 1st January to 31st December.
				\$ c.	\$ c.
543	Catharine Carter .....	45	20	120 00	108 00
544	James Minions .....	53	30	201 50	169 50
545	Robert Nixon .....	56	15½	93 00	55 00
546	T. B. Townsend .....	68	15	90 00	86 00
547	Alexander Watt .....	88	10	60 00	15 00
548	Malcolm Currie .....	29	8½	54 00	50 00
549	Ralph Foster .....	49	22	152 00	142 50
550	Duncan McColl .....	47	21	133 50	129 50
551	George Peters .....	47	19	133 00	129 00
552	James Bishop .....	69	13	78 00	66 00
553	William Gerrard .....	63	25	150 00	131 00
554	Joseph Mills .....	61	14	84 00	42 00
555	Joseph G. Ward .....	47	25	150 00	146 00
556	Amos Clendenan .....	61	10½	63 00	37 00
557	C. Donaldson .....	61	25	150 00	70 00
558	Andrew Glass .....	64	28	168 00	98 00
559	Alexie M. Lindsay .....	64	4	24 00	4 00
560	John W. Walker .....	58	14½	87 00	67 00
561	Alexander Bell .....	67	15½	93 00	40 00
562	Robert Elliott .....	64	14	84 00	62 00
563	Robert Hoops .....	78	16	96 00	52 00
564	James McDonnell .....	62	16½	99 00	59 00
565	V. A. Coleman .....	45	23½	147 00	133 00
566	Theo. McKerrall .....	45	25	157 50	151 00
567	Henry W. Perrett .....	38	17	102 00	98 00
568	Duncan Ferguson .....	62	13	78 00	22 00
569	David Forbes .....	75	10	60 00	6 00
570	Daniel Wright .....	61	34½	210 50	4 67
571	Donald MacDonald .....	66	24	72 00	46 00
572	Rev. George Blair .....	62	5	35 00	31 00
573	John Bodaly .....	54	14½	87 00	83 00
574	Burton Schooley .....	48	22	132 00	109 50
575	Rev. W. A. Ferguson .....	77	23	161 00	119 50
576	Oliver Olmstead .....	63	25	150 00	30 34
577	James Y. Cameron .....	66	15½	108 50	54 25
578	William Landon .....	67	11	66 00	24 00
579	Colin McKeracher .....	43	18½	128 50	142 00
580	Peter Comrie .....	59	33½	201 00	148 00
					43619 26

In the above table, where the number is omitted, the individual is either dead, has resumed teaching, or has withdrawn.

During 1879, \$2237.79 were returned to subscribers withdrawing from the Fund.

The amount paid to new superannuated teachers for the first year is affected by the amount of arrears of subscriptions they have respectively paid in.

The total number of superannuated Public School Teachers now in receipt of retiring allowances is 360.



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MISCELLANEOUS.

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14	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc.	\$379672	\$441891	\$449730	\$489380	\$611818	\$835770	\$1084403	\$1217582	\$1234980	\$1168135	\$1035390	\$878139	\$760262
15	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-houses, and for Libraries and Apparatus . . . . .	\$1473188	\$1588434	\$1024896	\$1712061	\$1803294	\$2207364	\$2604526	\$2865332	\$2093080	\$3006456	\$3073489	\$2889347	\$2833084
16	Total amount paid for High School Masters' Salaries . . . . .	\$94820	\$95848	\$97009	\$105153	\$113862	\$141812	\$105358	\$179946	\$184752	\$195906	\$211607	\$223010	\$241097
17	Total amount paid for erection or repairs of High School-houses . . . . .	\$19190	\$10267	\$7378	\$20390	\$24164	\$31360	\$32939	\$63684	\$76586	\$46216	\$51417	\$83968	\$54274
18	Amount received for other Educational Institutions, etc. * . . . .	\$3332825	\$332650	\$330500	\$336107	\$356374	\$430690	\$455302	\$478989	\$569564	\$589923	\$250968	\$324496	\$304755
19	Grand Total paid for Educational purposes . . . . .	\$1920023	\$2027199	\$2059783	\$2173711	\$2297694	\$2820226	\$3258125	\$3587951	\$3823982	\$3838501	\$3587481	\$3520821	\$3433210
20	Total Public School Teachers . . . . .	4890	4996	5054	5165	5306	5476	5642	5736	6018	6185	6468	6473	6596
21	Total Male Teachers . . . . .	2849	2777	2775	2753	2641	2626	2581	2601	2645	2780	3020	3060	3153
22	Total Female Teachers . . . . .	2041	2219	2279	2412	2665	2850	3061	3135	3373	3405	3448	3413	3443
23	Average number of months (or days) each Public School has been kept open by a qualified Teacher. +	11 $\frac{1}{6}$	11 $\frac{1}{8}$	11 $\frac{1}{8}$	11 $\frac{1}{8}$	11 $\frac{1}{8}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{4}$	11 $\frac{1}{8}$	11 $\frac{1}{4}$ †	204	206	208

\* Including Collegiate and Private Educational Establishments up to 1876.

+ Holidays and Vacations included up to 1876; not afterwards.

## XXV.—EDUCATIONAL MUSEUM AND LIBRARY.

REPORT OF S. P. MAY, ESQ., M.D., SUPERINTENDENT.

SIR,—The Educational Museum is not a mere collection of curiosities, but a museum for imparting useful information. It is founded on a similar plan to that of the South Kensington Museum in London, and like it, its chief aim is the dissemination of a knowledge of the educational methods and appliances, as well as the relation of education to Arts and Manufactures. It has become of such general interest that numbers of our own people, who visit it, are gaining more correct and intelligent views of the objects of education, while many others from the United States, England, and elsewhere, see in it a visible representation of the principles of our system. More than 20,000 persons registered their names in the year 1879, but as the visitors were usually in parties of three or four, many of them omitted to sign their names, and the mode then in use only imperfectly recorded the total number of visitors, hundreds of persons not taking the trouble to sign their names. I may, therefore, safely say that more than 50,000 persons visited the Educational Museum in the year 1879. While, no doubt, many persons visited the Museum out of mere curiosity, yet a very large number studiously devoted themselves to an examination of the different objects, and must have gained much information and benefit from this study. The visitors generally highly appreciate the efforts so successfully made in establishing this Museum, at once popular and useful in its character, and so impressed have French and American educationists been with its value that both in Paris and at Washington museums have been formed on a similar plan. This Museum is not only of great benefit at present, but can be developed so as to become still more a means for promoting and advancing the general taste, and the appreciation of objects of artistic skill in design and execution. The Museum is freely open as a School of Art and Design to students, and a number are availing themselves of this opportunity in making copies and drawings of paintings, sculptures and architectural models.

The Ontario School of Art has also been assisted from the Museum by the loan of drawing models, plaster casts, statues, also a series of examples of pupils' work from Art schools in Paris, which were obtained by me in exchange, at the Paris Exposition of 1878.

The Ontario College of Agriculture, at Guelph, has also had transferred to it from this Museum as a nucleus of its own, a collection of 30 models of agricultural implements, constructed for the Imperial Agricultural Society of Austria, 45 models of agricultural implements constructed for the Hohenheim Institute of the Kingdom of Wurtemberg, and 9 models of implements from Denmark. In addition, a large number of framed engravings and photographs have been sent to that institution.

*Contents.*—The Museum contains specimens illustrative of ancient and modern sculptures, copies of paintings and engravings of the old masters, representing the different schools, photographs, copies of medals, medallions, seals, etc.; Art examples in fictile ivory, and electrotypes, philosophical apparatus, models of school buildings, maps, charts and diagrams, and other school appliances, and a small collection in natural history.

The following concisely states the chief objects in each class.

## I.—SCULPTURE.

1. *Egyptian Sculpture.*—The collection consists of 17 plaster casts of statues, busts, heads, lid of sarcophagus, slabs, Rosetta stone, etc., from the British Museum. The originals were found in Thebes, Karnac, Cairo, Alexandria, etc. Some of these specimens have a peculiar kind of relief, the design is sunk below the surface and there is no projecting part above the original plane of the material. This style of relief is very advantageous for delicate subjects, a harmonious distribution of light and shadow is insured, and the sharp outline is well defined.

2. *Assyrian Sculpture.*—There are 17 specimens of plaster casts of slabs, etc., illustrative of this country, also from the British Museum; these are of interest to the antiquary. Until recently very little was accurately known of the Assyrians, but the

discovery of the remains of ancient Assyrian cities have brought to light fine examples of the character and habits of the people. The slabs in the Museum are records of remarkable incidents, such as besieging a city, hunting lions, feasting, etc. The most striking object, however, is a colossal figure of the human-headed winged bull. This representation of the human form combined with the brute is supposed to show the union of intelligence and strength: the figure is attached to a back-ground, but the relief is so high that it has the effect of an entire statue. It has a technical peculiarity not found in the monuments of other nations, being represented with five legs; in the front view are two legs, and in the profile are three additional legs.

3. *Grecian and Roman Sculpture*.—The Museum contains a very full collection illustrating the Grecian and Roman periods, consisting of 3 large groups, 15 large statues, 50 statuettes, over 100 busts, etc. It may be said that sculpture first became an ideal art in Greece. D'Anvers says "The Greek peopled his land with deities, embodying the elements in ideal form, instinct with life and intellect. In studying the sculpture of Greece, the double impersonation of the powers of nature and of human attributes must never be lost sight of." In the collection, we have the sculptures of the Parthenon, commonly called the *Elgin Marbles*, the *Head of Juno from the temple at Argos*, *Niobe*, the *Laocöon group*, *Dying Gladiator*, etc. The Romans created no ideal or original forms in art; they were content to reproduce the great masterpieces of Greece. In our collection are the famous *Apollo Belvidere*, the *Venus de' Medici*, *Diana the Huntress*, and others. The casts in this group are from the originals in the museums and galleries in Rome, Florence, Naples, Berlin, Madrid, Paris and London.

4. *Modern Sculpture (of the 18th and 19th Centuries)*.—There is a large collection of works of the modern artists, including Canova, Thörwaldsen, Gibson, Baily, Foley, Thornycroft, Powers, Rogers, etc. There are several large groups and statues, and busts of English crowned heads, English and French statesmen, divines, medical and scientific men, literary celebrities, architects, painters, sculptors, musicians, and the like. It is said that Italian sculpture rapidly declined from the time of Michael Angelo, and did not regain its former position until the time of Canova, (1747-1822). Canova was born at Possagno, near Venice, and first attracted attention by making a model of a cow in butter. He was sent to Venice and Rome, and visited England and France. His works are remarkable for their purity, beauty, simplicity and execution. In one collection may be specially noticed the *Three Graces*, *Venus leaving the Bath*, and *Hebe*. Thörwaldsen, a Dane (1770-1844), received recognition from Canova, who had become celebrated when Thörwaldsen first visited Rome. Gibson, an English sculptor, studied with Canova for three years. He is said to have surpassed his master in many respects, his *Psyche borne by Zephyrs* being one of his masterpieces. Baily is best known by his *Eve*, and *Nelson* on the column in Trafalgar Square. Hiram Powers, an American sculptor, is well known for his *Greek Slave* which was much admired at the Great Exhibition of 1851. The originals from which the casts in this group were taken are to be found in the museums and galleries of Florence, Rome, Paris, Versailles, at Westminster Abbey, St. Paul's Cathedral, etc.

5. *Architectural Sculpture*.—This collection was obtained from the architectural museum in connection with the Department of Science and Art, London.

(a) *Greek*.—Grecian architecture is celebrated for details and beauty of finish in the building of temples; we have five examples, principally from the Erechthenium, originally the tomb of an Attic hero, rebuilt after the death of Pericles.

(b) *Roman*.—The Romans copied from the Etruscans and the Greeks. The three Grecian orders were frequently introduced into a single building, but the richly decorated Corinthian was the favourite. The Composite or Roman order was an attempt to improve the Corinthian; we have 19 examples, chiefly from the *Trajan column*, the *Forum*, the *Villa Medici*, temples, etc.

(c) *Byzantine*.—This style of architecture was principally applied to ecclesiastical purposes. The *Church of St. Sophia*, now the great mosque of Constantinople, and *St. Mark's* at Venice, are built in the Byzantine style of architecture. We have five specimens.



(d) *Saracenic*.—This style of architecture was applied to Mohammedan mosques. The art is said to have attained its greatest state of perfection in Spain after the conquest by the Moors. The *Alhambra*, from which our specimens are taken, was one of the finest buildings in Saracenic or Moorish architecture.

(e) *Renaissance* (i.e., revival) is the name given to that style of architecture which succeeded the Gothic. Italian Renaissance is divided into three schools, the Florentine, Venetian and Roman. This style of architecture was most ornate; the chief aim was ornamentation; frequently no principle of construction was followed, everything depending upon the fancy and skill of the architect; notwithstanding, some of the finest buildings of this age are looked upon as marvels of architecture, for instance, certain parts of the Louvre, Tuileries, Invalides, Pantheon, etc., in Paris. The examples in the Museum are principally from celebrated buildings, churches and tombs, in Florence and Paris.

## II.—ARCHITECTURE IN GREAT BRITAIN.

(a) *Norman*.—This style of architecture continued from 1066 to about 1200. The chief characteristics of it are semicircular arches, enriched with mouldings, etc. Some of the arches in churches are decorated with human figures, wreaths, etc. The columns are of immense diameter, while their capitals are frequently decorated with copies from nature of animals, shells, plants, etc. The windows are often grouped together in twos or threes. Some of the principal cathedrals and churches in England are of Norman architecture, from which the examples in the Museum have chiefly been taken.

(b) *Gothic*.—This is commonly known as Early English or Pointed architecture, from the large number of pointed arches in buildings of this style. Gothic architecture shews long, narrow, lancet-headed windows, usually in groups of from three to seven. The Round-arched Gothic style is the term applied to the transitional between Romanesque and Pointed. The specimens in the Museum are chiefly from English cathedrals and churches. The ornaments of the Early English style are more numerous than the Norman. The most distinctive enrichment is called dog-tooth or tooth ornament. Examples are to be seen in the museum.

(c) *Decorated Style of Gothic*.—This style succeeded the Early English, and is sometimes known as the Middle Pointed. The chief differences between it and the Early English are that the arches are not so acute, and the mouldings are carried down to the base of the pier or jamb without being interrupted with a capital; the mouldings are not so much enriched. The examples in the Museum are from *Westminster Abbey, Ely, Canterbury, Lincoln, Winchester*, and other cathedrals and churches.

6. *Plaster Casts of Works of Art, Medals, Medallions, Seals, etc.*—This collection of art gems includes the following medals:—50 *Roman Emperors*, 120 illustrative of *Roman History*, 256 *Sovereign Pontiffs*, 38 *Kings of England*, 79 *Kings of France*, 24 *Russian Emperors*, statesmen, etc., 50 *modern celebrated men*, and 200 miscellaneous subjects; also 470 *Poniatowski Gems*, classical subjects, and a large collection of medallions, the *Great Seals of England, Shields of Roman Emperors, Kings*, etc., and casts from nature, including fruit and animals.

## III.—PAINTINGS.

1. *ITALIAN SCHOOL*.—We have no copies of paintings representing the early Christian art, but commence with the Florentine School in the 15th century. The oldest painting represented in the museum is from *Fra Angelico da Fiesole* (Giovanno Guido), called from the holiness of his life *Il Beato Angelico*, 1387-1445. His principal works are frescoes. Our copy is from the Sacristy of Santa Maria Novello at Florence.

The following artists of this school are also represented in our collection:—

*Perugino* (the master of Raphael), 1446-1524. He was famous for purity of colouring and his knowledge of perspective.

*Leonardo da Vinci*, 1452-1519, was a universal genius; he was a painter, sculptor, poet, musician, anatomist, etc., and considered the head of the great Milanese School.



*Domenichino*, 1449-1493, a painter of historical subjects, in which he usually introduced portraits from life.

*Francesco Francia*, 1450-1533. His principal works are in the churches of Bologna, his native town.

*Fra Bartolommeo*, 1469-1517. This artist painted in a similar style to Leonardo da Vinci, and is said to be the true master of Raphael. A close friendship existed between these two painters.

*Albertinelli*, 1485-1520, was one of Fra Bartolommeo's most distinguished scholars.

The VENETIAN SCHOOL is noted for its varieties of colours.

*Titian*, 1477-1576, stands pre-eminent in this school. He is considered the finest portrait painter of any age, his rendering of flesh tints having never been surpassed, and his treatment of local colouring and chiaroscuro has seldom been equalled. He died of the plague when nearly one hundred years of age. When Vasari visited him in 1566, although he was eighty-nine years of age, he was busy with his pencil.

The ROMAN SCHOOL, or Raphael and his School. Raphael, 1483-1520, who is generally considered the greatest of all painters, had three distinct styles, known as the Perugino, Florentine and Roman, adopted at different periods of his life. Like Leonardo da Vinci, he was a universal genius, excelling alike in painting, sculpture and architecture. His life was very laborious. In addition to the series of frescoes in the Vatican and elsewhere, he executed no less than 287 pictures and 576 drawings and studies, although he died at the early age of thirty-seven.

*Andrea del Sarto*, 1488-1530, was an excellent colourist and enriched several churches with original frescoes and altar pieces.

The SCHOOLS OF LOMBARDY. Correggio, 1494-1534, introduced a new manner in the art of painting, he was the greatest master of chiaroscuro, which gave effect to grace and softness to his pictures. He directed his attention chiefly to the harmonious play of light and shade, and to combinations of colour.

As it will take up too much space to give even brief sketches of all the Italian painters represented in the Educational Museum, I must now confine myself to their names and dates.

*Luini*, 1500-1550; *Daniele da Volterra*, 1509-1566; *Guilio Romano*, 1510-1550; *Bassano*, 1510-1592; *Paul Veronese*, 1528-1588; *Alessandro Allori*, 1535-1607; *Anni-bale Caracci*, 1560-1609; *Ludovico Caracci*, 1555-1619; *T. Vanni*, 1563-1609; *Caravaggio*, 1569-1609; *Guido Reni*, 1575-1642; *Martinelli*, 1575-1625; *Christofano Allori*, 1577-1621; *F. Albani*, 1578-1666; *Guercino*, 1590-1666; *Domenichino*, 1581-1641; *Castelfranco*, 1600; *Gherardo*, 1600; *Pietro de Cortona*, 1596-1669; *Sassoferrato*, 1605-1685; *Salvator Rosa*, 1615-1673; *Carlo Dolcei*, 1616-1686; *Canaletti*, 1697-1768; *Rotari*, 1707-1762.

2. FLEMISH SCHOOL.—The artists of this school laboured under disadvantages, the preference for wood carvings rather than paintings as altar pieces limited their field of action, besides having had very few patrons of art to encourage genius; nevertheless, their paintings are distinguished for their faithful rendering of individual character, purity and distinctness of expression, and thorough originality. The following painters of this school are represented:—

*Jean Van Eyck*, 1370-1441; *Quintin Matsys*, 1450-1529; *John Matsys*, 1480; *Claessens*, 1490; *Grimmer*, 1510-1546; *Martin de Vos*, 1520-1604; *Franz Floris*, 1520-1570; *Franck*, 1546-1616; *Van Dort*, 1557-1641; *John Breughel*, 1565-1642; *F. Pourbus*, 1570-1622; *Rubens*, 1577-1642; *Snyders*, 1579; *G. Seghers*, 1589-1657; *Sustermans*, 1597; *Vandyck*, 1599-1641; *Teniers the younger*, 1610-1690; *D. Ryckaert*, 1615-1677; *Gaspar de Wit*, 1621-1673; *Weenix*, 1644-1719; *Boeyrmans*, 1660; *Onneganck*, 1755-1826; *S. Linnig* and *Noterman*.

3. DUTCH SCHOOL.—*Bernard Van Orley*, 1490-1560; *Heemskerk*, 1498-1573; *P. Breughel*, 1510-1570; *Peter Pourbus*, 1510-1583; *Otto Van Venius*, 1556-1634; *Leonard*

*Bramer*, 1596; *Rembrandt*, 1606-1665; *A. Cuyp*, 1606-1672; *Philip de Coninck*, 1609-1668; *Adrian Van Ostade*, 1610-1685; *Ferdinand Bol*, 1611-1681; *Gerard*, 1613-1674; *De Jonghe*, 1616-1697; *Isaac Van Ostade*, 1617-1654; *Mommers*, 1623-1708; *Antonissen*, 1625-1654; *Nicolas Maes*, 1632-1693; *Jan Steen*, 1636-1689; *I. Le Duck*, 1636-1695; *Van de Velde*, 1629-1792; *Steenwyck*, 1640; *Brackenburgh*, 1650-1702; *Debaan*, 1673-1700; *Quinkhard*, 1687-1772; *Schmidt*, 1737-1794; *Van Stry*, 1756-1815; *Van Os*, 1776-1839.

4. *Miscellaneous Paintings from Flemish and Dutch Schools*.—*Van Tchel*, *Verboeckhoven*, *Lys*, *Thys*, *Vandenkorch*, *Verhoeve*, *Verellier*, *Rottenhamer*, *Snayers*, *Krunz*, *C. De Vylder*, *Clevenburg*, *Deheeme*, *Moerenhout*, *Mirevelt*, *F. Debaan*, *Oberman*, *Simon Van Dow*, *Drerucker*, *Vandenbosh*, *Rosenboom*, *Wuillot*, etc.

5. GERMAN SCHOOL.—*Albert Durer*, *Sir Peter Lely*, *Hackert*, *Clement de Zimmerman*, *Eugene de Block*.

6. FRENCH SCHOOL.—*Vernet*, *David*, *Lafargue*, *Nicolle*, *Lecœur*, *Greuze*, *Delacroix*.

7. SPANISH SCHOOL.—*Murillo*.

#### IV.—ENGRAVINGS.

1. *On Steel and Copper*.—Set of 43 plates on sacred and allegorical subjects after *Rubens* and *Vandyck*, by eminent engravers, from 1570 to 1732. Set of 85 original sketches drawn and engraved by *Rembrandt*, 1606-1665. Set of 67 original sketches drawn and engraved by *Callot*, 1593-1635. Set of 58 original views drawn and engraved in *aqua fortis*, by *Hermann Van Swaneveldt*, 1620-1654. Set of 52 original plates, comprising the entire works of *Adrian Van Ostade*, engraved by himself, 1610-1685. Set of 27 large engravings from the Luxembourg Gallery, after *Rubens*, by celebrated engravers. Set of 24 plates after *Nicolas Poussin*, engraved by *Claudia Stella*, 1636-1697. Set of 12 engravings by *Visscher*, after views by *Berghem*, 1624-1683. Set of 45 engravings by *Moyreau*, after *Wouvermans*, 1620-1668. Set of 13 engravings by *Lebas*, after *Teniers*, 1610-1694. Set of 12 engravings by *Tardieu*, after *Rubens*, representing scenes in Roman History, 1720-1772. Set of 28 engravings after paintings by eminent French artists. Set of 50 miscellaneous engravings after paintings by Italian masters.

#### V.—LITHOGRAPHS.

A number of fine *Lithographs* from various public and private galleries, after *Italian*, *Flemish*, *Dutch*, *German*, *Spanish*, *French*, and *English* paintings, also a large collection of chromo-lithographs and engravings published by the Arundel Society, London, consisting of copies of frescoes, etc., after the old masters.

#### VI.—PHOTOGRAPHS.

Copies of *Photographs* taken from the British Department of Science and Art, and published by the Arundel Society, viz.:—*Tudor* portraits, etc., studies from *Raphael's* cartoons and drawings, original drawings by *Raphael*, in the museum of the Louvre, copies of Italian sculpture, etc., copies of *Mulready's* paintings, miscellaneous paintings, *Majolica*, *Palissy*, *Henry II*, *Persian*, *Flemish*, *Dresden* and *Sevrès* ware, *English* porcelain and *Wedgewood* ware, rock crystal ware, embroidery, bookbinding and illuminated pages, ecclesiastical utensils, decorative plates, bronzes, clocks and jewellery, enamels, ivory and wood carvings, etc.

#### VII.—VARIOUS ART GEMS.

Electrotype reproductions of decorative plated ware in the South Kensington Museum, representing the Italian, French, Flemish, Portuguese and German schools of design in the ornamentation of domestic utensils, medallions, etc.

#### VIII.—CURIOSITIES, ANTIQUITIES, ETC.

A small collection of Egyptian, Greek, Roman, Chinese, Burmese, Turkish and Maltese curiosities and antiquities; also Greek and Roman, Foreign, English, Irish, Scotch

and Colonial coins, trophy of ancient arms, illustrations of mediæval history, knights armour, old Japanese armour, and illustrations of Swiss costume, embroidered in silk, with gold and silver lace, representing the standard-bearers of the various Swiss cantons and towns.

#### IX.—NATURAL HISTORY.

Collection of 125 rocks and minerals, and 76 fossils of Nova Scotia, arranged by Principal Dawson, Montreal; collection of fossils presented from the Geological Survey, by Sir Wm. Logan; collections of minerals from various countries; collection of shells; insects, injurious and beneficial to vegetation; Japanese fishes, Canadian fishes, and a typical collection representing the fauna of Canada, herbariums prepared in Germany, etc.

#### X.—SCHOOL APPARATUS AND APPLIANCES.

This section of the Museum contains specimens of educational appliances for teaching in the Public Schools, High Schools and Collegiate Institutes, Colleges, etc.

The following abbreviated list of school material exhibited at the Industrial Exhibition, Philadelphia, 1876, will give an idea of the large number of articles kept for reference.

##### *Exhibited at Philadelphia, 1876.*

1. Educational Reports, etc.....	22	Exhibits.
2. Educational institutions, photographs, etc.....	57	"
3. Models of school buildings and plans.....	13	"
4. School fittings and furniture.....	9	"
5. School work—penmanship, drawing, etc.....	192	"
6. Drawings from School of Practical Science.....	22	"
7. School method and organization.....	21	"
8. Text-books for High and Public Schools.....	15	"
9. Teachers' professional library.....	17	"
10. Library department, history, biography, etc.....	158	"
11. Reading lessons, arithmetic, etc.....	35	"
12. Drawing books, models, etc.....	56	"
13. Music charts, etc.....	6	"
14. Chronological and historical charts.....	58	"
15. Terrestrial globes, physical globes, etc.....	18	"
16. Maps, diagrams, atlases, etc.....	54	"
17. Astronomical globes, charts, apparatus.....	17	"
18. Geology and crystallography.....	8	"
19. Botanical models, charts, cabinets, etc.....	34	"
20. Geological specimens, diagrams, etc.....	50	"
21. Ethnological models and charts.....	56	"
22. Anatomy and physiology.....	5	"
23. Chemical apparatus, diagrams, etc.....	76	"
24. Pneumatic apparatus, meteorology, etc.....	34	"
25. Acoustic apparatus.....	11	"
26. Light, optics, microscopes, etc.....	30	"
27. Heat and steam.....	20	"
28. Electricity, magnetism, etc.....	89	"
29. Mechanics and mechanism.....	10	"
30. Hydrostatics and hydraulics.....	10	"
31. Kindergarten illustrations.....	32	"
32. Appliances for teaching the blind.....	28	"

From the above list it will be seen that everything is kept that is applicable for use from the primary school to the college. This collection is invaluable, for reference, to teachers, trustees and educationists. Here can be found illustrations of Kindergarten teaching in the primary departments, and the various grades from the primary school to the college. The philosophical instruments were purchased in Paris, London, and the



United States, while many of them were manufactured in Canada. The globes vary in size from  $2\frac{1}{2}$  inches to 30 inches in diameter. The instruments, etc., are labelled, giving visitors information as to their uses, etc.

# XI.—THE LIBRARY.

The library contains several thousands of volumes, not yet classified. A catalogue has been commenced, which will be of great value when completed. It is proposed that this library shall be kept up to the present time with works on general education, fine arts, technology, and manufactures. It also embraces a very valuable collection of books and documents relating to the history of this continent. Some of the Canadian books are very rare, and are being classified according to subjects and dates, as well as names of authors, so that there will be no difficulty in finding any books or pamphlets on any particular subject or event occurring during the administration of any Lieutenant-Governor or Governor-General.

There are also a large number of illustrated works of art, including *Meyrick's Illuminated Ancient Armour*; *Hope's Costumes of the Ancients*; *Galerie du Palais Pitti*, par Louis Barde; *Imperiale et Royale Galerie de Florence*, par le Chevalier P. Lasino; *Galleria dell' I. e Rèale Accademie delle Belle Arti di Firenze*; *S. Marco convento en Firenze illustrato del. B. Vincenzo Marchese*; *Penitures à Fresque du Campo Santo de Pise*; *Tabernacle de Ste. Marie Nouvelle*; *Scènes de la Vie des Peintres*, par Madon; *Histoire de L'Art Monumental dans L'Antiquité et au Moyen Age, suivée d'un traité de la Peinture sur verre*, par L. Batissier; *Galleries Publiques de L'Europe*; *Paris, Vues et Monuments*; *Dessines et Lithographies en couleur*, par Jules Arnout; *Nuova Raccolta delle Vedute, Obelisch, Fontane e Chiostro de Roma e Suor Conterini*, Da Domenichino Amici Romano. Description of the chief pictures in the *Dresden Gallery*; *Handbook of Painting*—the German, Flemish, Dutch, Spanish and French schools, edited, with notes, by Sir Edmund Head; *The Early Flemish Painters*, notices of their lives and works; *Treasures of Art in Great Britain*, being an account of the chief collections of paintings, drawings, sculptures, illuminated MSS., etc., by S. Waagen; *Works of the Early Masters in Stained Glass*; *Metal Work and its Artistic Design*, illustrations in colours, by Digby Wyatt; *Antiquities of Athens*, by C. R. Cockerell and other architects; *The Pictorial Gallery of Arts*; The works of eminent masters in painting, sculpture, architecture and decorative art; *The Encyclopædia of Fine Arts*, comprising architecture, sculpture, painting, heraldry, numismatics, poetry, music and engineering; *The Book of Art*, cartoons, frescoes, sculpture and decorative art applied to the new Houses of Parliament, etc., with directions for painting in fresco; *The Art Journal*; *Gems of European Art*, by S. C. Hall; *Interiors and Exteriors in Venice*, by Lake Price; *Illustrations of the Rock-cut Temples of India*, by I. Ferguson; *Annals of the Artists of Spain*, by Stirling; *Biographical and Critical Dictionary of Painters, Engravers, Sculptors and Architects*, from ancient and modern times, by S. Spooner; *The Wilkie Gallery*, a selection of the best pictures of the late Sir David Wilkie, including his Spanish and Oriental sketches; Description of the Building erected in Hyde Park for the Great Exhibition of 1851, with plans, elevations, and working drawings; *The Journal of Design and Manufactures*, with 213 fabric patterns, in cloth and paper, and 640 engravings, etc., etc.

I have the honour to be,

Sir,

Your obedient Servant,

S. P. MAY,

*Superintendent of Educational Museum and Library.*

To the Honourable Adam Crooks,  
Minister of Education, Toronto.



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PART III.

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APPENDICES.

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## APPENDIX A.

## ORDERS IN COUNCIL.

- I.—CANADA PAPER CO. OF MONTREAL, AUTHORIZED TO PUBLISH A SERIES OF READING BOOKS, DATED THE 31ST OF DECEMBER, 1878.
- II.—MILLER'S SWINTON'S LANGUAGE LESSONS AUTHORIZED, DATED THE 31ST OF DECEMBER, 1878.
- III.—CAMPBELL'S NEW LANGUAGE LESSONS AUTHORIZED, DATED THE 31ST OF DECEMBER, 1878.
- IV.—APPOINTMENT OF SUB-EXAMINER FOR DECEMBER EXAMINATIONS, DATED THE 31ST OF DECEMBER, 1878.
- V.—LEAVE OF ABSENCE GRANTED TO MR. J. S. J. KERR, DATED THE 22ND OF MARCH, 1879.
- VI.—AUTHORIZATION OF FRENCH TEXT BOOKS, DATED THE 22ND OF MARCH, 1879.
- VII.—HIGH SCHOOL, LONDON, TO BE CALLED A COLLEGIATE INSTITUTE, DATED THE 5TH OF APRIL, 1879.
- VIII.—COLENSO'S ALGEBRA AUTHORIZED, DATED THE 19TH OF APRIL, 1879.
- IX.—PRICES OF BOOKS IN DEPOSITORY FIXED, DATED THE 8TH OF MAY, 1879.
- X.—CALKINS' WORLD, MORRIS AND BOWEN'S ENGLISH GRAMMAR, AND CAMPBELL'S GEOGRAPHY AUTHORIZED, DATED THE 4TH OF JUNE, 1879.
- XI.—THOMPSON'S HISTORY OF ENGLAND AUTHORIZED, DATED THE 10TH OF JUNE, 1879.

XII.—REGULATIONS AS TO SECOND-CLASS CERTIFICATES AND COUNTY BOARDS OF EXAMINERS, DATED THE 14TH OF JUNE, 1879.

REGULATIONS AS TO SECOND-CLASS CERTIFICATES AND COUNTY BOARDS OF EXAMINERS.

*Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 14th day of June, 1879.*

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education having reference to :—

1st. The Regulations as to Second-class Certificates to teach in the Public Schools.

2nd. Examinations by County Boards of Examiners.

The Committee advise that the said report be acted upon.

Certified. (Signed) J. G. SCOTT,

*Clerk Executive Council Ontario.*

The undersigned respectfully begs to report to His Honour the Lieutenant-Governor in Council, the following respecting the Education Department :—

*First.* The regulations as to second-class certificates of qualification to teach in the Public Schools, and respectfully recommends them to be amended, so as to provide that, in the case of a Public School teacher who has successfully taught in a school for at least three years before the 18th day of August, 1877, a second-class certificate may be awarded to such teacher upon successfully passing the non-professional examination for such certificate, and upon satisfactory proof being furnished to the Minister of such period of teaching service, and that it shall not be necessary that any such teacher shall be required to attend a Normal School.

*Second.* No member of a County Board of Examiners shall be concerned in examining or valuing papers of any candidate who has been instructed by him or in the school with which he is connected, and the presiding examiner will see that this rule is observed, but it is recommended that all the members of the County Board (having due regard to the above exception) shall be present at the examination of third-class teachers, from the first day of the examination, and that such members as are not engaged as presiding examiners shall, as the answers are handed in by the candidates, proceed with the necessary work of the examination.

County Treasurers and other officials are authorized to pay such expenses as are properly incurred by the County Board in connection with these duties.

*Third.* High School Boards may, in pursuance of the amended Act of 1879, impose at the examination for admission such fee not exceeding one dollar per pupil, upon candidates, being the children of non-residents who are not liable to pay county or municipal rates for the support of such school, but no fee for examining for admission in other cases shall be exacted by any High School Board.

Respectfully submitted.

(Signed)

ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT (ONTARIO),

TORONTO, 12th June, 1879.

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XIII.—APPOINTMENT OF SUB-EXAMINERS FOR JULY EXAMINATIONS, DATED THE 4TH OF JULY, 1879.

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XIV.—HIGH SCHOOL, ST. MARY'S, TO BE CALLED A COLLEGIATE INSTITUTE, DATED THE 4TH OF JULY, 1879.

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XV.—SURRENDER OF LAND BY THE COLLEGIATE INSTITUTE, KINGSTON, DATED THE 10TH OF APRIL, 1879.

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XVI.—APPOINTMENT OF ADDITIONAL SUB-EXAMINER FOR JULY EXAMINATIONS, DATED THE 16TH OF JULY, 1879.

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XVII.—APPOINTMENT OF THE HONOURABLE S. C. WOOD, AS MINISTER OF EDUCATION DURING THE TEMPORARY ABSENCE OF THE HONOURABLE ADAM CROOKS, DATED THE 16TH OF JULY, 1879.

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XVIII.—HIGH SCHOOL PROGRAMME FOR 1879-80, DATED THE 1ST OF SEPTEMBER, 1879.

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## HIGH SCHOOL PROGRAMME FOR THE YEAR 1879-80.

### I. AMENDED PROGRAMME.

N.B.—Instead of a fixed amount of work for each Form, the Department prescribes the subjects of study and the amount to be done in each subject in the Lower School and in the Upper School respectively ; leaving it to the local authorities to decide (subject to the approval of the High School Inspectors) according to the varying circumstances of the Schools, the order in which the subjects shall be taken up, the amount of work to be done in a given time, and the number of classes to be carried on at once.

#### *Lower School.*

GROUP A.—*English Language*.—Review of Elementary work ; Orthography, Etymology and Syntax ; Derivation of Words ; Analysis of Sentences ; Rendering of Poetry into Prose ; Critical Reading of portions of the Works of Authors, to be prescribed from time to time by the Education Department ;\* Composition—the framing of Sentences ; Familiar and Business Letters ; Abstracts of Readings or Lectures ; Themes : generally, the Formation of a good English Style ; Reading, Dictation and Elocution, including the learning by heart and recitation of selected passages from standard authors.

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\* For the examination in 1880, Gray's Elegy in a Country Churchyard and Goldsmith's Traveller.



GROUP B.—*Mathematics*.—(a) Arithmetic—Simple and Compound Rules ; Vulgar and Decimal Fractions ; Proportion, Percentage, in its various applications ; Square Root.

(b) *Algebra*.—Elementary Rules ; Factoring ; Greatest Common Measure ; Least Common Multiple ; Square Root ; Fractions ; Surds ; Simple Equations of one, two and three unknown quantities ; Easy Quadratics.

(c) *Geometry*.—Euclid, Books I. and II., with easy exercises ; Application of Geometry to the Mensuration of Surfaces ; Volumes of Right Parallelopipeds and Prisms, and of the Sphere, Cylinder and Cone.

(d) *Natural Philosophy*.—Composition and Resolution of Forces ; Principle of Moments ; Centre of Gravity ; Mechanical Powers, Ratio of the Power to the Weight in each ; Pressure of Liquids ; Specific Gravity, and modes of determining it ; the Barometer, Siphon, Common Pump, Forcing Pump, and Air Pump.

GROUP C.—*Modern Languages*.—(a) *French* : The Accidence and Principal Rules of Syntax ; Exercises ; De Fivas' Introductory French Reader, pp. 1-49 ; Souvestre, Un Philosophe sous les toits ; Re-translation of Easy Passages into French ; Rudiments of Conversation.

(b) *German* : The Accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd and 3rd Parts ; Re-translation of easy passages into German ; Rudiments of Conversation.

GROUP D.—*Ancient Languages*.—(a) *Latin* : The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cicero in Catilinam, II., III., IV., and Virgil, Eclogues I., IV., VI., VII., IX. ; Learning by heart selected portions of Virgil ; Re-translation into Latin of easy passages from Cicero.

(b) *Greek* : Optional.

GROUP E.—*Physical Sciences*.—*Chemistry*.—Combustion : The Structure and Properties of Flame ; Nature and Composition of ordinary Fuel. The Atmosphere—Its Constitution ; Effect of Animal and Vegetable Life on its Composition. Water—Chemical peculiarities of Natural Waters, such as Rain-water, River-water, Spring-water, Sea-water, Preparation and properties of Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus ; and of their more important compounds ; Combining Proportions by Weight and by volume ; Symbols and Nomenclature.

GROUP F.—*History and Geography*.—(a) Leading Events of English and Canadian History ; also of Roman History from the Commencement of the Second Punic War to the Death of Augustus.

(b) A fair course of Elementary Geography, Mathematical, Physical and Political.

GROUP G.—*Book-keeping, Writing, Drawing and Music*.—(a) Single and Double Entry ; Commercial Forms and Usages ; Banking, Custom House, and General Business Transactions.

(b) Practice in Writing.

(c) Linear and Free-Hand Drawing.

(d) Elements of Music.

An option is permitted between (i.) Latin ; (ii.) French ; (iii.) German ; and (iv.) Natural Philosophy, Chemistry, and Book-keeping.

#### *Upper School.*

GROUP A.—*English Language and Literature*.—As prescribed for First-Class Certificates and for Senior Matriculation with Honours in the University.

GROUP B.—*Mathematics*.—As prescribed for First-Class Certificates and for Senior Matriculation with Honours.

GROUP C.—*Modern Languages*.—(a) *French*: Grammar and Exercises; Corneille; Horace; La Fontaine's Fables; Translation from English into French; Conversation; the other subjects required for Senior Matriculation with Honours.

(b) *German*: Grammar and Exercises; Schiller, Die Bürgschaft der Taucher; Musaeus Stumme Liebe; Translation from English into German; Conversation; the other subjects required for Senior Matriculation with Honours.

GROUP D.—*Ancient Languages*.—(a) *Latin*: Grammar; Cicero, Pro Ligario; Ovid Fasti, Book I.; Horace, Odes, Book III.; Translation from English into Latin Prose etc., as far as is required for Senior Matriculation with Honours.

(b) *Greek*: Grammar; Xenophon, Anabasis, Book II.; Homer, Illiad, Book VI. Odyssey, Book IX.; Demosthenes, Olynthias, I., II., and III.; the other subjects required for Senior Matriculation with Honours.

GROUP E.—*Physical Sciences*.—(a) *Chemistry*: Heat—its sources; Expansion Thermometers—relations between different scales in common use; Difference between Temperature and Quantity of Heat; Specific and Latent Heat; Calorimeters; Liquefaction; Ebullition; Evaporation; Conduction; Convection; Radiation. The chief Physical and Chemical Characters, the Preparation and the Characteristic Tests of Oxygen, Hydrogen, Carbon, Nitrogen, Chlorine, Bromine, Iodine, Fluorine, Sulphur, Phosphorus and Silicon. The Principal Points in the Chemistry of the following Metals:—Potassium, Sodium, Calcium, Aluminium, Magnesium, Zinc, Iron, Tin, Arsenic, Copper, Lead, Mercury, Silver, Gold.

Carbolic Acid, Carbonic Oxide, Oxides and Acids of Nitrogen, Ammonia, Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen, Hydrochloric Acid, Phosphoric Acid, Phosphuretted Hydrogen, Silica.

Combining proportions by weight and by volume; General Nature of Acids, Bases and Salts; Symbols and Nomenclature.

(b) *Botany*: An introductory course of Vegetable Anatomy and Physiology, illustrated by the examination of at least one plant in each of the Crowfoot, Cress, Pea, Rose, Parsley, Sunflower, Mint, Nettle, Willow, Arum, Orchis, Lily, and Grass Families. Systematic Botany; Flowering Plants of Canada.

(c) *Physiology*: General View of the Structure and Functions of the Human Body, the Vascular System of the Circulation; the Blood and the Lymph; Respiration; the Functions of Alimentation; Motion and Locomotion; Touch, Taste, Smell; Hearing and Sight; the Nervous System.

GROUP F.—*History and Geography*.—(a) *History*: English, the special study of the Tudor, Stuart, and Brunswick Periods; Roman, from the commencement of the Second Punic War to the death of Augustus; Grecian, from the Persian to the Peloponnesian War, both inclusive.

(b) *Geography*: Ancient and Modern.

Head Masters are at liberty to take up and continue in the Upper School any subject in the Lower School programme that they may think fit.

Every pupil in the Upper School must take Group A, Arithmetic, Algebra as far as Progression, History, and two other subjects from those included in Groups C, D, and E. In cases of doubt, the Head Master shall decide. Candidates preparing for any examination, shall be required to take only the subjects prescribed for such examination.

At the Intermediate Examinations, papers will be set in English Grammar and Etymology, English Literature, Dictation, Composition, Arithmetic, Euclid, Algebra, Roman, English, and Canadian History, Geography, Latin, French, German, Chemistry, Natural Philosophy, and Book-keeping. No Candidate must take more than one of the four optional departments, *i.e.* (a) Latin; (b) French; (c) German; (d) Natural Philosophy, Chemistry, and Book-keeping—at this examination. All candidates, whether male or female, must take Euclid.

Although Music and Drawing will form no part of the Intermediate Examination in 1880, yet in Schools in which these subjects are properly taught will receive credit therefor in the report on results inspection referred to in the Regulations respecting the apportionment of the grant.

IX.—PLAYTER'S PHYSIOLOGY RECOMMENDED, DATED THE 11TH OF SEPTEMBER, 1879

X.—AMENDED REGULATIONS—(1) CANDIDATES FOR CERTIFICATES, (2) HIGH SCHOOLS INTERMEDIATE EXAMINATIONS AND APPORTIONMENT, (3) CONDITIONS, TEACHERS' CERTIFICATES, (4) AMENDED MODEL SCHOOL REGULATIONS, (5) AMENDED REGULATIONS FOR INSPECTION OF NORMAL SCHOOLS, DATED THE 4TH OF OCTOBER, 1879.

## —EXAMINATION OF CANDIDATES FOR CERTIFICATES AS PUBLIC SCHOOL TEACHERS.

*Amended Regulations approved by the Lieutenant-Governor in Council, 30th day of September, 1879.*

### A.—NON-PROFESSIONAL EXAMINATION.

#### 1.—Time and Place of Examination.

1. The examination of all candidates for first and third-class certificates, shall be held in the month of July, in each year, on the days appointed by the Minister.

2. The examination of candidates for second-class certificates, shall be held concurrently with the Intermediate Examinations for High Schools in July.

3. Candidates for first-class certificates shall be examined at Toronto; candidates for second and third class certificates at the County Towns. If there is no County Town in any Inspectoral Division in which an examination is held, the candidates shall be examined at such place as may be appointed by the Inspector.

4. The duties of County Boards are confined solely to the examination for third-class certificates. They may, at their discretion, require candidates for third-class certificates before being admitted to examination, to produce certificates from their teachers or other persons to the effect that in their judgment they are reasonably well prepared for such examination.

5. In order that needless expense be not incurred, Public School Inspectors are empowered to require candidates for second-class certificates to present themselves for examination at some High School in the County. In the case of those candidates who are not pupils of the High School, any additional expense entailed on the High School Board by their attendance for examination at the High School, should be certified by the Public School Inspector to the County Treasurer for payment to the High School Board.

6. Candidates for first-class certificates, and Students of the Normal Schools shall be examined at the Normal Schools; the examinations of all other candidates shall be held in such building or buildings as may in each case be appointed by the Inspector.

7. The Inspector shall give at least three weeks' public notice of the time and place of each examination, in such manner as he shall deem expedient.

#### 2.—Notice to be given by Candidates—Testimonials—Identification.

8. Every person who proposes to present himself at any examination, shall send to the presiding Inspector not later than the 1st June preceeding, a notice stating the class of certificate for which he is a candidate, and the description of certificate he already possesses, if any; such notice to be accompanied by the evidence of character and service required by the regulations. In giving this notice, the candidate, if he desires to be exempt from examination in the *group* Natural Philosophy, Chemistry and Book-keeping, and to take the Latin, or French, or German, required for the High School Intermediate Examination instead, must inform the Inspector to that effect.



9. Candidates for first-class certificates shall forward to the Department, through the Public School Inspector, not later than the 1st of June, the evidence of character and service required by the regulations.

10. Each candidate shall satisfy the presiding examiner as to his personal identity, before the commencement of the second day's examination. Instances of personation of candidates having occurred, the examiners are expected to use all necessary vigilance in this respect.

11. Any person detected in attempting to personate a candidate, is to be reported to the Department, and he will thereupon be deprived of his certificate and standing as a teacher.

12. Each candidate at the non-professional Examination for a third-class certificate, other than at an Intermediate Examination, must also produce proper proof, if a male, of being at least seventeen years of age, and if a female, of being at least sixteen years of age; and it is the duty of the Examiners to require this, and to exclude every candidate who omits or fails to furnish such proof. Any untrue statement as to age, on the part of any candidate, shall forfeit the examination, and all claim to a teacher's certificate.

### 3.—*Mode of Conducting Examinations.*

13.—Every presiding Inspector shall send to the Education Department, one month before the time of the examination, a list of the names of those who intend to present themselves for second-class certificates. To each name so sent, the Department will affix a NUMBER which must be employed by the candidate instead of his usual signature throughout the entire examination.

14. The Department will provide envelopes of convenient dimensions, to be sent out with the first and second-class examination papers—one envelope with each paper.

15. The County Public School Inspector shall preside, and be responsible for the proper conduct of the examinations, and for the safe-keeping, unopened, of the examination papers until the time of examination; but in case of any inability to attend he shall send to the Education Department for the approval of the Minister, one month before the examination, the name of the person whom he intends to appoint as his substitute at those examinations at which he himself cannot preside: otherwise the Department will make the appointment.

16. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room, to preside in his stead.

17. The presiding Inspector shall transmit to the Education Department, on the first day of the examination, a copy of the following declaration, signed by himself and the other examiners, (but such declaration shall not be required more than once from any examiner):

"I solemnly declare that I will perform my duty of examiner without fear, favour, affection, or partiality towards any candidate."

18. The presiding Examiner shall subject the candidates for third-class certificates to *viva voce* examinations in Reading, of the result of which a record shall be made and reported to the Department.

19. No Examiner or member of any County Board shall take any part in examining or valuing the papers of any candidate who has been instructed by him, or in any school with which he is connected; and the presiding Examiner shall see that this rule is strictly observed.

### 4.—*Directions to Presiding Examiners.*

20. Places shall be allotted to the candidates for second-class certificates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room. Candidates for third-class certificates must be placed sufficiently far apart to prevent copying.



21. All these arrangements shall be completed, and the necessary stationery shall be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

22. No candidate shall be allowed to leave the room within *one hour* after the issue of the examination papers in any subject; and if he then leave, he shall not be permitted to return during the examination on the subject in hand.

23. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner shall, in the examination-room, and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them to the candidates. The papers of only one subject shall be opened at one time.

24. The Inspector shall further see that at least one Examiner is present during the whole time of the examination, in each room occupied by the candidates. If Intermediate and second-class candidates are being examined together, the following rule applies:—No trustee, master or teacher of the school concerned can be appointed to preside, and no master or teacher of the school shall be present during the examination in the room with the candidates.

25. Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, these being duly fastened in the envelopes.

26. The Inspector, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of each candidate for a second-class certificate, and on the same day shall forward by express (prepaid), to the Education Office, the package containing all the parcels thus separately secured. The Inspector shall, at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also, with the papers of each candidate, a certificate to the Department, that he has been satisfied as to the personal identity of such candidate, upon proper grounds.

27. When two or more rooms are occupied by candidates for second-class certificates, the Examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

28. It is recommended that all the members of the County Board (having due regard to the provisions of Regulation 19 above) shall be present at the examination for third-class teachers from the first day of the examination, and that such members as are not engaged as presiding Examiners shall, as the answers are handed in by the candidates, proceed to read them.

29. In the case of candidates for third-class certificates, the Inspector shall see that the written answers are without delay read and reported on by the County Board, and he shall thereupon see that these answers, and all reports thereon, as approved by the Board, together with the list of certificates issued by it, are also, as soon as possible after the close of the examination, transmitted by express (prepaid) to the Education Department.

30. In examining the answers for third-class certificates, two Examiners at least should value each paper. And points relative to the examination for third-class certificates, on which a majority of the Examiners do not agree, shall be referred to the Education Department for decision.

31. The Central Committee of Examiners shall assign numerical values to each question, or part of a question, on the examination papers for third-class certificates, according to their judgment of its relative importance. The local Examiners shall give marks for the answers according to the value assigned to each question, and the completeness and accuracy of the answer.

32. In order to obtain a third-class certificate, the marks must not be less than one-half of the aggregate value of all the papers for certificates of that rank. County

Boards have the power of increasing the percentage of marks in particular subjects after due notice to the candidates.

33. Candidates who pass the Intermediate Examination, obtaining twenty per cent. on each subject, and forty per cent. on the group, will be regarded as having passed the non-professional examination for third-class certificates. Those who, besides fulfilling the above conditions, make fifty per cent. of the entire marks attainable, will be considered as having passed the non-professional examination for second-class certificates, grade B; while those who make thirty per cent. on each subject, fifty per cent. on the group, and sixty per cent. of the aggregate marks will be considered as having passed the non-professional examination for the second-class, grade A.

34. Should any candidate be detected in copying from another or allowing another to copy from him, or in taking into the room any book, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case, if that of a third-class candidate, at a general meeting of the Examiners, who shall reject the candidate if they deem the evidence conclusive. If the case be that of a first or second-class candidate, it shall be reported to the Department.

35. The Inspector shall furnish to the Education Department full returns, and all necessary information in matters relating to the results of the examinations.

#### 5.—*Rules to be observed by Candidates.*

36. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate shall obey it immediately.

37. Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made that such aid or assistance has been given or received.

38. Candidates shall strictly observe the provisions of regulation 34, above.

39. Every candidate for a first or second-class certificate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for every page not bearing his number he is liable to receive no credit from the Examiners.

40. If a candidate for a first or second-class certificate write his name or initials, or any distinguishing sign or mark on his paper other than the number assigned him by the Department, his paper will be cancelled.

41. Candidates for first or second-class certificates in preparing their answers, shall write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written the distinguishing NUMBER on each page, and having arranged the answer papers in the order of the questions, they shall fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes their numbers and the subjects of examination. They shall then securely fasten the envelopes and hand them to the presiding Examiner.

42. Candidates for third-class certificates in preparing their answers shall write on one side only of each sheet, and having arranged their papers in the order of the ques-

tions, shall fold them once across, and write on the outside sheet their names, the name of the examining County Board, the date, and the subject of the paper.

43. After the papers are handed in, the Examiner shall not allow any alterations thereof, and the presiding Inspector shall be responsible for the subsequent safe keeping of the same, until he has transmitted them, with all surplus examination papers, to the Education Department.

#### 6.—*Candidates from the Normal Schools.*

44. Such of the foregoing regulations respecting the examination of candidates generally as are applicable, shall also govern the examination of candidates from the Normal Schools; and the Principals thereof, respectively, shall send to the Education Department, one month before such examination, a list of the names of the intending candidates for first and second-class certificates, respectively. The Department will affix a number to each name so sent, and this number shall be signed by the candidate, in lieu of his name, to each page of his answer-papers.

45. The duties of presiding Examiner shall be discharged by one of the members of the Central Committee, to be named by the Minister.

46. During the examination and previous week of preparation all the rules and regulations of the Normal Schools shall remain in full force, and any infringement thereof shall be summarily dealt with by the Principals.

47. During the time in each day while the examination is actually proceeding, the Examiner shall have control and be responsible for maintaining discipline in the examination hall amongst the candidates; and at all other times and occasions during each day of the examination, the Principal's authority shall have full force and effect.

#### 7.—*As to First Class Certificates.*

48. The non-professional examination for First-class, grade C, shall be separate from that for First B or First A.

49. All candidates must take that for grade C before being eligible to be examined for grade B or A.

50. The examination for grade B or A shall take place in each year after that for grade C.

A candidate who has gone up to the examination for grade C in a particular year, may take the examination for First B or First A in that year, even though the results of the examination for First C have not yet been ascertained; and, if he succeed in passing the examination for First C, he shall be at liberty to go up to any subsequent examination for First B or First A.

51. A candidate in his examination for First A or First B may take options. He will be allowed to select any one of the following groups of subjects:—(a) English, (b) Mathematics, or (c) Physical Science; but as it is desirable to discourage illiteracy, especially in the case of first-class teachers of the higher grades, a candidate who selects any of the above groups except the first must be examined on one of the authors prescribed for the English Literature course.

#### 8.—*Appeal to the Department.*

52. Any candidate for a third-class certificate shall have the right to appeal to the Minister against the decision of the local Board of Examiners; and any candidate for a first or second-class certificate may claim to have his papers re-read, under the following conditions:—

1. Such appeal or claim shall be made within one month after the promulgation of the result of the examination.



2. The ground of such appeal or claim must be specifically stated.

3. A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained, but otherwise will be forfeited.

4. In the case of candidates for third-class certificates, a copy of the appeal, with full particulars of objections, shall be sent by the appellant to the County Board or presiding Inspector.

## B.—PROFESSIONAL EXAMINATION.

### 1.—*Model Schools.*

53. The professional examinations in the County Model Schools shall be held on such days as the Minister may appoint, and shall be conducted by the several County Boards.

54. They shall be mainly oral, but may (if it be thought necessary) be partly in writing.

### 2.—*Normal Schools.*

#### CANDIDATES FOR SECOND-CLASS CERTIFICATES.

55. The professional examinations of the Normal School students shall be partly oral and partly in writing; they shall be held at the several Normal Schools on such days, and conducted by such members of the Central Committee as the Minister may appoint.

56. The Examiners shall test the proficiency of the teachers-in-training by such oral, written, or other examinations as may suit the nature of the subjects of this course and shall, upon a conjunct view of the Principal's reports and the results of these examinations, determine to whom certificates should be granted. *Subjects.*—Education, Reading and Elocution, Mental Arithmetic, Practical Chemistry, Music, Drawing, Hygiene, Drill, and Calisthenics.

#### CANDIDATES FOR FIRST-CLASS CERTIFICATES.

57. These examinations shall be partly oral and partly in writing; they shall be held at the Toronto Normal School on such days, and conducted by such members of the Central Committee, as the Minister may appoint.

58. Candidates for first-class certificates who are not Normal School students, shall undergo their professional as well as their non-professional examination at the Toronto Normal School at the same time and on the same papers with those candidates for first-class certificates who are Normal School students.

59. The professional examination will be conducted so as to elicit the extent of the professional training of each candidate, as carried on concurrently with his instruction in the "non-professional subjects," prescribed by the regulations. The professional examination for all grades of first-class certificates will be the same. The *Subjects* are:

Education, viz.:—1. Educational Methods. (The candidate may consult the following works:—Teacher's Manual of Method and Organization, by Robert Robinson, Inspector of National Schools, Ireland; Methods of Instruction, by J. P. Wickersham, A.M., Principal of the Pennsylvania State Normal School; Currie's Common School Education; Jewell on School Government.) 2. History of Education. (The following works may be consulted:—Essays on Educational Reformers, by Robert Henry Quick, M.A.; Practical Educationists and their Systems of Teaching, by James Leitch, Principal of the Church of Scotland Normal School, Glasgow.) 3. Psychological Foundations of Education. (The candidate may consult "Education as a Science," by Alexander Bain, LL.D.)

School Law.  
Reading and Elocution.

Music and Drawing.  
Drill and Calisthenics.



### MONITORS' AND ASSISTANTS' CERTIFICATES.

1. The following regulations have been prescribed concerning monitors' and assistants' certificates:—

(a) The pupil or other candidate shall present to the Inspector a certificate of good character, signed by a clergyman.

(b) The subjects of examination for the position of monitor, shall be Reading, Writing, Spelling, and the elementary parts of Grammar, Geography, and Arithmetic.

(c) The subjects of examination for the position of assistant, shall be those prescribed for third-class certificates.

A competent knowledge of those subjects, at the discretion of the Inspector, shall be required.

2. No certificate shall be given for a longer period than one year. Such certificate may be specially renewed for twelve months at the discretion of the Inspector; but no certificate shall be granted a third time without re-examination.

### SUBJECTS FOR THE NON-PROFESSIONAL EXAMINATION FOR CERTIFICATES.

The following shall be the subjects of examination for the non-professional examinations for the three classes of certificates:—

#### 1.—For Third-class Certificates.

#### ENGLISH LANGUAGE AND LITERATURE.

*Reading.*—To be able to read any passage selected from the authorized reading-books intelligently, expressively, and with correct pronunciation.

*Spelling.*—To be able to write correctly any passage that may be dictated from the reading-book.

*Etymology.*—To know the prefixes and affixes and principal roots.

*Grammar and Composition.*—Grammatical forms and definitions. Analysis and parsing of prose and easy verse. Changing the construction of sentences. Short narratives or descriptions. Rendering of poetry into prose. Familiar and business letters.

N.B.—In regard to teachers in French or German settlements, a knowledge of French or German Grammar respectively, may be substituted for a knowledge of English Grammar, and the certificates to the teachers expressly limited accordingly. The County Councils, within whose jurisdiction there are French or German settlements, are authorized to appoint one or more persons (who in their judgment may be competent) to examine candidates in the French or German languages.

*English Literature.*—To be able to answer easy questions on works or portions of works to be prescribed from time to time.

#### HISTORY AND GEOGRAPHY.

*History.*—The leading events of English and Canadian History.

*Geography.*—The maps of the Continents, Canada, Ontario, Great Britain and Ireland, and the principal dependencies of the Empire. Map drawing. Rudiments of physical, mathematical and political Geography.

#### MATHEMATICS.

*Arithmetic.*—Simple and compound rules. Reduction. Vulgar and Decimal Fractions. Proportion. Interest, Discount, Stocks, Exchange. Square root.

*Algebra.*—The elementary rules and easy Simple Equations.

*Euclid.*—Definitions, Postulates and Axioms. Book I.

#### WRITING.

To be able to write legibly and neatly.

## 2.—For Second-class Certificates.

For the purpose of the examination, these subjects are grouped as in the Intermediate Examination, and the same options are permitted. Candidates must take the first three of the following groups and one of the divisions under the head *d*:

- a.* Arithmetic, Algebra and Euclid.
- b.* English Grammar, Composition and Dictation.
- c.* History, Geography and English Literature.
- d.* Natural Philosophy, Chemistry and Book-keeping; or Latin; or French; or German.

### ENGLISH LANGUAGE AND LITERATURE.

*Spelling.*—To be able to write correctly a passage dictated from any English author, and to spell all non-technical English words.

*Etymology.*—To know the prefixes, affixes, and the principal Latin and Greek roots. To be able to analyze etymologically easy words selected from the reading-books.

*Grammar.*—To be thoroughly acquainted with the definitions and grammatical forms and rules of Syntax, and be able to analyze and parse, with application of said rules, any sentence in prose or verse.

N.B.—In the case of teachers in French or German settlements, the Intermediate papers in French and German respectively, may be substituted for the paper in English Grammar, and the certificates to the teachers expressly limited accordingly.

*Composition.*—The framing of sentences. Familiar and business letters. Rendering of poetry into prose. Themes.

*English Literature.*—Critical reading of works or portions of works, to be prescribed from time to time by the Department.

### HISTORY AND GEOGRAPHY.

*History.*—To have a good knowledge of general English and Canadian History. Outlines of Roman History. The examination will be on the periods prescribed in the High School programme for the Lower School.

*Geography.*—To have a fair knowledge of political, physical and mathematical Geography. Map Geography generally; Canada and the British Empire more particularly.

### MATHEMATICS.

*Arithmetic and Mensuration.*—To be thoroughly familiar with Arithmetic in theory and practice, and to be able to work problems in the various rules. Areas of rectilinear figures, and volumes of right parallelipeds and prisms. The circle, sphere, cylinder and cone.

*Algebra.*—Elementary rules; Factoring; Greatest Common measure; Least Common Multiple; Square root; Fractions; Surds; Simple Equations of one, two and three unknown quantities; easy Quadratics.

*Euclid.*—Books I. and II., with problems.

### NATURAL PHILOSOPHY, CHEMISTRY, AND BOOK-KEEPING.

*Natural Philosophy.*—To be acquainted with properties of matter and with the elementary principles of Statics, Hydrostatics and Pneumatics.

*Chemistry.*—Combustion. The structure and properties of flame. Nature and composition of ordinary fuel.—The atmosphere. Its constitution. Effects of animal and vegetable life on its composition.—Water. Chemical peculiarities of natural waters, such as rain-water, river-water, spring-water, sea-water.—Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and their more important compounds.—Combining proportions by weight and by volume. Symbols and Nomenclature.

*Book-keeping.*—Single and Double Entry ; Commercial Forms and Usages ; Banking, Custom House, and General Business Transactions.

#### WRITING.

To be able to write legibly and neatly.

#### LATIN, FRENCH AND GERMAN.

*Latin.*—The Accidence and the Principal Rules of Syntax and Prosody ; Exercises ; Cicero in Catilinam, II., III., IV., and Virgil, Eclogues I., IV., VI., VII., IX. ; learning by heart selected portions of Virgil ; Re-translation into Latin of easy passages from Cicero.\*

*French.*—The Accidence and Principal Rules of Syntax ; Exercises ; De Fivas' Introductory French Reader, pp. 1-49 ; Souvestre, Un Philosophe sous les toits ; Re-translation of easy passages into French : Rudiments of Conversation.\*

*German.*—The Accidence and the Principal Rules of Syntax ; Exercises ; Adler's Reader, 1st, 2nd, and 3rd Parts ; Re-translation of easy passages into German ; Rudiments of Conversation.

#### 3.—For First-class Certificates.

##### I.—FOR GRADE C.

#### ENGLISH LANGUAGE AND LITERATURE.

*Grammar.*—A thorough acquaintance with the subject will be required.

*Composition.*—Candidates will be required to show by passing an examination in this subject, and by the character of their answers in other subjects, that they are in the habit of writing the English language correctly.

*Etymology.*—Candidates will be required to know the prefixes, the affixes, and the principal Latin and Greek roots, to be able to analyze etymologically the easier words in the reading books.

*Literature.*—Candidates will be required to have a general acquaintance with English literature and its history, and a fuller knowledge of special eras and authors to be prescribed from time to time by the Department.†

#### HISTORY AND GEOGRAPHY.

*History.*—A special knowledge of the history of England between 1688 and 1820, as presented in Green's Short History of the English People, and in Hallam's Constitutional History, chapters 15 and 16.

*Geography.*—North America, Europe, and the British Empire.

\* The authors and portions of works here given are those prescribed for 1880. They may be varied from year to year.

† The subjects prescribed for the examination in 1880 are—

Julius Cæsar.—*Shakespeare.*

An Elegy in a Country Churchyard.—*Gray.*

The Traveller.—*Goldsmith.*

The Spectator—Papers 106, 108, 112, 115, 117, 121, 122, 123, 125, 126, 131, 269, 329, 335, 517.

—*Addison.*

Johnson's Life of Addison.

Macaulay's Life of Johnson.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to aid candidates :

The edition of Julius Cæsar in the Clarendon Press Series.

Morley's Spectator.

Matthew Arnold's Johnson's Chief Lives of the Poets. This contains both Johnson's Life of Addison and Macaulay's Life of Johnson.



## MATHEMATICS.

*Algebra*.—Fundamental operations; Involution and Evolution; Resolution into Factors; Principle of Symmetry; Theory of Divisors; Fractions; Ratio, Proportion and Variation; Theory of Indices; Surds; Arithmetical, Geometrical, and Harmonical Progression; Scales of Notation; Permutations and Combinations; Introduction to Binomial Theorem; Simple and Quadratic Equations, with relations between Roots and Coefficients; Problems.

*Arithmetic and Mensuration*.—To know the subject in theory and practice. To be able to solve problems with accuracy, neatness and despatch. To be familiar with rules for Mensuration of Surfaces and Solids.

*Geometry*.—Euclid, Books I. to IV. (inclusive), Book VI., and definitions of Book V. Exercises.

## ELEMENTARY MECHANICS.

*Statics*.—Equilibrium of Forces acting in one Plane; Parallelogram of Forces, Parallel Forces, Moments, Couples, Centre of Gravity, Virtual Work, Machines, Friction, Experimental Verifications.

*Dynamics*.—Measurement of Velocities and of Accelerations; Laws of Motion, Energy, Momentum, Uniform and Uniformly Accelerated Motion, Falling Bodies, Experimental Verifications.

*Hydrostatics*.—Pressure of Fluids, Specific Gravities, Floating Bodies, Density of Gases as depending on Pressure and Temperature, Construction and use of the more simple Instruments and Machines.

## PHYSICAL SCIENCE.

*Chemistry*.—Definition of Chemistry and of chemical action. Indestructibility of matter. Simple and compound substances. Laws of chemical combination by weight and by volume. Principles of chemical nomenclature. Symbolic and graphic notations. Classification of elements into metals and non-metals, into positive and negative elements.

Theory of atoms and molecules. Empirical, molecular, and constitutional formulæ. Absolute, latent, and active atomicity. Classification according to atomicity. Atomic and molecular combination. Graphic formulæ. Definition of simple and compound radicals. Chemical equations.

French and English systems of weights and measures. Their convertibility. Expansion of gases by heat. Reduction of gaseous volume to standard pressure and temperature. Calculation of the weight and volumes of gases. Calculation of chemical quantities by weight. The crith and its uses. Calculation of empirical formulæ from percentage composition.

The preparation and properties of hydrogen, oxygen, nitrogen, carbon, chlorine, bromine, iodine, fluorine, sulphur, silicon, boron, phosphorus and arsenic.

The allotropic modifications of oxygen, carbon, sulphur, boron and phosphorus.

The preparation, properties and composition of water, hydrogen peroxide, the compounds of nitrogen with oxygen and with hydroxyl, ammonia and the ammoniac salts, carbon monoxide, carbon dioxide, carbonic acid, the carbonates, light carburetted hydrogen, acetylene, heavy carburetted hydrogen, hydrochloric acid, the oxides and oxyacids of chlorine, bromine, and iodine, hydrobromic, hydriodic, and hydrofluoric acids, the oxides and oxyacids of sulphur, hydrogen sulphide, hydrogen disulphide, carbon disulphide, silica, silicic acid, silicic hydride, boron trioxide, boric acid, phosphuretted hydrogen, the oxides and oxyacids of phosphorus, arseniuretted hydrogen, arsenious and arsenic acids, and the arsenic sulphides.

Manufacture of hydrochloric, nitric and sulphuric acids. Composition and manufacture of bleaching powder. Theory of bleaching. Structure of flame. Suitability of water for domestic purposes. Causes of temporary and of permanent hardness of water. The atmosphere, its constitution; effects of animal and vegetable life upon its constitution. Names and formulæ of some of the more important silicious minerals.

The chief properties of the following named metals; their reduction from their ores; and the preparation, properties, and composition of their more important compounds:—



The monad metals, especially potassium, sodium and silver; the dyad metals, barium, strontium, calcium, magnesium, zinc, cadmium, mercury and copper; and gold, aluminium, lead, platinum, nickel, cobalt, iron, manganese, and chromium.

Manufacture of soda-ash, glass, porcelain and earthenware.

*Heat*.—General effect of heat upon the volumes of bodies. Experiments illustrative of the expansion of solids by heat. Coefficients of expansion, linear, superficial and cubical. Illustrations of precautions which changes of volume by heat and cold render necessary in the arts. The gridiron pendulum. Construction and use of the mercurial thermometer. Centigrade and Fahrenheit scales, and the conversion of the readings of either into those of the other. Dependence of the boiling point of water upon external pressure, and illustrations of this dependence. The temperature at which the maximum density of water occurs, and the effects of this in nature. Change of volume when water passes from the liquid to the solid state, and the effects of this in nature. Bursting of water-pipes in frosty weather. Other substances which expand on solidification. Experiments illustrating the expansion of gases. Principle and action of the fire-balloon. Principles of ventilation. The sun's action in the generation of winds. Explanation of the Trade Winds. Constancy of the co-efficient of expansion of gases. The small deviations from the general rule exhibited by carbonic and sulphurous acid gases, and the chemical and physical character of these gases. The chemical and physical constitution of aqueous vapour and its diffusion through the atmosphere. Meaning of the term *saturated*, as applied to air charged with vapour. The effect of expansion in chilling air, and the consequent condensation of the aqueous vapour diffused through the air. Application of this knowledge to the explanation of clouds and rain. Meaning of specific heat or capacity for heat. Description and use of the calorimeters of Lavoisier, Laplace and Bunsen. The facts covered by the term *latent heat*. The latent heat of water and of aqueous vapour expressed in the centigrade and Fahrenheit scales. Conduction and convection, and the distinction between them. The low power of conduction of organic substances. Effect of mechanical texture on the transmission of heat, and the function of the clothes in preserving the body from cold. Character and phenomena of combustion. Chemical actions which occur in the combustion of coal and of ordinary gas. Explanation of the manner in which a candle flame receives its supply of combustible matter. The cause of animal heat. Structure of an ordinary gas flame, and the cause of the difference between this flame and that of a Bunsen's burner. General phenomena of radiant heat. Reflection and refraction. Different powers possessed by different substances to radiate heat. Explanation of how it is that under certain circumstances the cooling of a vessel may be hastened by surrounding it with flannel. Reciprocity of radiation and absorption. Meaning of the term *diathermancy*. Manifestation of this property by different bodies.

## II.—FOR GRADES A AND B.

When First-Class Grade C has been obtained, the candidate who desires to proceed to First B, or First A, may take options. There are three optional departments, viz.:—  
The Department of English Language and Literature, with History and Geography.  
The Department of Mathematics.

The Department of Physical Science.

[This latter will not be available until after the July examinations, 1880.]

### DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, WITH HISTORY AND GEOGRAPHY.

#### *The English Language:*

Composition.

History and Etymology of the English Language.

Rhetorical Forms.

Prosody.

BOOKS OF REFERENCE.—Earle's Philology of the English Tongue.

Abbott and Seeley's English for English People.

Bain's Composition and Rhetoric.

Marsh's English Language and Literature, Lectures VI. to XI, inclusive.

*English Literature :*

1. History of English Literature from Chaucer to the end of the reign of James I.
2. Specified works of standard authors to be prescribed from time to time by the Department.\*

BOOKS OF REFERENCE.—Craik's History of the English Literature and Language.  
Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

*History :*

- Greece.—The Persian to the Peloponnesian War inclusive.—Cox's History of Greece.
- Rome.—From the beginning of the second Punic War to the death of Augustus.—Mommson's History of Rome.
- England.—The Tudor and Stuart Periods, as presented in Green's Short History of the English People, Macaulay's History of England, and Hallam's Constitutional History.
- Canada.—Parkman's Old Régime in Canada.

*Geography :*

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.

## DEPARTMENT OF MATHEMATICS.†

*Algebra.*—Multinomial Theorem, Exponential and Logarithmic Series, Interest and Annuities, Indeterminate Coefficients, Partial Fractions, Series (Convergency and Divergency, Reversion, Summation), Inequalities, Determinants, Reduction and Resolution of Equations of first four Degrees, and of Binomial Equations, Relations between Roots and Coefficients of Equations, Indeterminate Equations, Problems.

*Analytical Plane Geometry.*—The Point (including Transformation of Co-ordinates), the Right Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the General Equation of the Second Degree, Abridged Notation.

*Trigonometry.*—Trigonometrical Ratios, General Values of Angles, Functions of Sum and Difference of Angles, Multiples and Sub-multiples of Angles, Trigonometrical equations, Solution of Triangles, Measurement of Heights and Distances, Inscribed, Circumscribed and Escribed Circles of a Triangle, Quadrilaterals, Description of Vernier and Theodolite, Trigonometrical and Logarithmic Tables, Demoivre's Theorem.

\* The following are prescribed for 1880 :

CHAUCER.—The Prologue to the Canterbury Tales.

The Nonne Prestes Tale.

SHAKESPEARE.—Romeo and Juliet.

MILTON.—Areopagitica.

POPE.—The Essay on Man.

JOHNSON.—The Lives of Milton and Pope.

MATTHEW ARNOLD.—The Preface to Johnson's Chief Lives of the Poets.

N.B.—Candidates who take other departments will be required to show, by passing an examination in Romeo and Juliet, that they have read the play carefully, and that they are in the habit of writing the English language correctly.

No particular editions of these texts are prescribed, but the following good ones are mentioned in order to assist candidates :

Morris's edition of Chaucer's Prologue to the Canterbury Tales and the Nonne Prestes Tale in the Clarendon Press Series.

Hunter's Romeo and Juliet.

Arber's edition of the Areopagitica.

The edition of the Essay on Man in the Clarendon Press Series.

Matthew Arnold's Johnson's Chief Lives of the Poets.

† The following are recommended in addition to books prescribed for First C :

ALGEBRA.—GROSS.

ANALYTICAL GEOMETRY.—Puckle: Refer to Salmon's.

TRIGONOMETRY.—Hamblin Smith's; Refer to Colenso's or Todhunter's.

DYNAMICS.—Kinematics and Kinetics.

*Dynamics*.—Moments of Inertia, Uniform Circular Motion, Projectiles in Vacuo, Collisions, Simple Pendulum, Experimental Verifications.

*Elementary Geometrical Optics*.—Reflection and Refraction of Light at Plane and Spherical Surfaces (not including aberration); the Eye; Construction and Use of the more simple Instruments.

DEPARTMENT OF PHYSICAL SCIENCE.

Chemistry.  
Physics.

Biology.  
Physiology.

In this group candidates will be allowed an option between Physics and Biology. A detailed synopsis of the work required under the above heads will be published after the July examinations, 1880.

## II.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

### INTERMEDIATE EXAMINATION AND APPORTIONMENT OF THE GRANT.

*Amended Regulations, approved by the Lieutenant-Governor in Council, 30th Sept., 1879.*

### INTERMEDIATE EXAMINATION.

#### 1.—GENERAL REGULATIONS.

1. There shall be an Intermediate Examination, concerning which the following regulations are prescribed:—

(1) This examination is instituted midway between the beginning and the end of the High School course, for promotion from the Lower to the Upper School. It will be upon the same papers as are set to candidates for second-class certificates. Pupils who pass this examination will form the Upper School, while those who have not passed it will form the Lower School in any High School or Collegiate Institute.

(2) Candidates for promotion from the Lower School to the Upper School will be examined in English grammar and etymology, reading, dictation, composition, writing, arithmetic, Euclid, algebra, English and Canadian history, geography, and in one of the following branches or groups:—

(a) Latin; (b) French; (c) German; (d) Natural philosophy, chemistry, and book-keeping.\*

\* At this examination papers will be set in English grammar and etymology, English literature, dictation, composition, arithmetic, Euclid, algebra, Roman, English and Canadian history, geography, Latin, French, German, chemistry, natural philosophy and book-keeping. No candidate must take more than one of the four optional departments, that is (a) Latin; (b) French; (c) German; (d) Natural Philosophy, chemistry, and book-keeping. All candidates, whether male or female, must take Euclid.

Candidates who select Latin as their optional subject, and who may be reading Horace, Livy, Ovid, or some book of Cicero or Virgil other than the one prescribed, with a view to a university or professional examination, need not be examined in Cicero at the Intermediate Examination, provided they satisfy the visiting Inspector that their knowledge of Latin is sufficient to justify him in accepting their work in that subject as equivalent thereto. All classical candidates will, however, be examined in Virgil, Latin grammar and translation into Latin. Special stress will be laid on accuracy in Latin grammar and composition. No exemption granted during the previous half-year will be valid unless renewed.

Although music and drawing will form no part of the Intermediate Examination, yet the schools in which these subjects are properly taught will receive credit therefor in the accounts of results of inspection referred to in the regulations respecting apportionment of grant.

Pupils of Collegiate Institutes and High Schools, holding Provincial Certificates as Public School teachers, shall be considered as having passed the Intermediate Examination.



(3) The Intermediate Examination will be held in each year at the time fixed by the Department.

2. The questions will be prepared by the Central Committee, and transmitted to the Department by the chairman of the Committee, and sent under seal to the County Public School Inspectors. The County Public School Inspectors, or their substitutes, will alone be responsible for the proper conduct of the examinations. The answers of the candidates will be sent to Toronto to be read and valued by the Central Committee, or by sub-examiners acting under their supervision.

3. The subjects will be grouped in the following manner :—

(a) Arithmetic, algebra, and Euclid.

(b) English grammar, composition and dictation.

(c) History, geography and English literature.

(d) Natural philosophy, chemistry and book-keeping; or Latin; or French; or German;

and candidates who obtain forty per cent. of the total in each group, and not less than twenty per cent. in each subject, shall be considered as having passed the examination.

4. Candidates who, in passing the Intermediate Examination, obtain twenty per cent. on each subject, and forty per cent. on the group, will be regarded as having passed the non-professional examination for third-class certificates. Those who, besides fulfilling the above conditions, obtain fifty per cent. of the whole number of marks attainable, will be considered as having passed the non-professional examination for second-class certificates, grade B; while those who obtain thirty per cent. on each subject, fifty per cent. on the group, and sixty per cent. of the aggregate marks, will be considered as having passed the non-professional examination for second-class, grade A.

5. All the answers in each subject are to be read and the values assigned. While the passing is to be determined by these tests, the questions in each subject are to be framed by the examiners, not with reference to any high standard for competitive examinations, but solely to ascertain whether the candidate has acquired a fair knowledge of each subject, and so is qualified or not for the Upper School, or for non-professional standing as a teacher (as the case may be) having regard to his proficiency or deficiency in answering questions reasonably framed for this purpose in each subject.

## 2.—MODE OF CONDUCTING THE EXAMINATIONS.

### 1.—*Preliminary Directions.*

6. Every Head Master shall send to the County Public School Inspector named in the notice sent, by the 1st of June, a list of the names of those who intend to present themselves for examination, with their respective ages, and a statement of the *optional* subjects selected by each candidate. To each name so sent, the Department will affix a NUMBER, which must be employed by the candidate instead of his usual signature throughout the entire examination.

7. The Department will provide envelopes of convenient dimensions, to be sent out with the examination papers—one envelope with each paper.

8. The County School Inspector of the County in which the High School is situated shall preside, and be responsible for the proper conduct of the examinations; but in case there is more than one High School in the County, or for any proper reason he is unable to personally attend, the County Inspector shall send to the Education Department, for the approval of the Minister, not later than the 8th of June, the name of the person whom he intends to appoint as his substitute at those examinations at which he himself cannot preside, otherwise the Department will make the appointment.

9. When more than one room is required for the candidates, an Inspector's substitute must be appointed for each room to preside in his stead, and the High School Board shall see that proper and necessary accommodation is provided for such examination.



10. The Public School Inspectors and the persons appointed by them, with the approval of the Minister, to act as their substitutes in presiding at the Intermediate Examinations at High Schools, or in presiding in the additional rooms, shall be entitled to a fee of \$3 per day, and actual travelling expenses, to be paid by the High School Board. None may act as a substitute unless approved by the Minister. The fees of the examiners appointed to conduct the examinations under these regulations are not payable until the Education Department has decided on the results of the examinations, and no examiner has a valid claim for these fees, if he has failed to perform the duties of his office in a proper manner, as provided by the regulations.

11. No trustee, master, or teacher of the school concerned can be appointed as such substitute, and no master or teacher of the school can be present, during the examination, in the room with the candidates, or be concerned in any manner in examining or valuing the papers of any candidate who has been instructed by him, or in the school with which he is connected. The presiding Inspector should see that this rule is strictly observed.

## 2. *Directions for Presiding Examiners.*

12. Places must be allotted to the candidates so that they may be at least five feet apart in all directions. All diagrams or maps having reference to the subjects for examination are to be removed from the room.

13. All these arrangements must be completed, and the necessary stationery (provided by the High School Board) must be distributed and placed in order on the desks of the candidates at least *fifteen* minutes before the time appointed for the commencement of the examination.

14. Punctually at the time appointed for the commencement of the examination in each subject, the presiding Examiner will, in the examination room and in the presence of the candidates, break the seal of the envelope containing the examination papers, and give them at once to the candidates. The papers of only one subject shall be opened at one time.

15. No candidate shall be allowed to leave the room within one hour of the issue of the examination papers on any subject; and if he then leaves he shall not be permitted to return during the examination of the subject then in hand.

16. Punctually at the expiration of the time allowed, the Examiner will direct the candidates to stop writing, and will cause them to hand in their answer papers immediately, duly fastened in the envelopes.

17. The Examiner, at the close of the examinations, will sign and forward, with the answers of the candidates, a solemn declaration (in a form to be provided by the Department) that the examinations have been conducted in strict conformity with the Regulations, and fairly and properly in every respect.

18. The Examiner, at the close of the examinations, will secure in a separate parcel the fastened envelopes of each candidate, and on the same day will forward by express prepaid to the Education Office, the package containing all the parcels thus separately secured. The papers are *not* to be arranged by *subjects*.

19. In schools where separate rooms are occupied at the examination, the Examiner, in his report to the Department, will indicate the candidates who were placed in the several rooms respectively.

20. Should any candidate be detected in copying from another, or allowing another to copy from him, or taking into the room any books, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of the occurrence, to cause such candidate at once to leave the room; neither shall such candidate be allowed to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such a case be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Department.

### 3.—Rules to be Observed by Candidates.

21. Candidates must be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he cannot be allowed any additional time. No candidate will be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. When the order to stop writing is given, every candidate must obey it immediately.

22. Every candidate is required to write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for each page not bearing his number he is liable to receive no credit from the examiners.

23. If the candidate write his name or initials, or any particular sign or mark on his paper other than the distinguishing number assigned him by the Department, his paper will be cancelled.

24. Candidates, in preparing their answers, will write on one side only of each sheet, placing the number of each page at the top, in the right hand corner. Having written their distinguishing numbers on each page, and having arranged their answer papers in the order of the questions, they will fold them once across, place them in the envelopes accompanying the question papers, and write on the outside of the envelopes the distinguishing numbers and the subjects of examination only. They will then securely fasten the envelopes, and hand them to the presiding examiner.

25. The regulations for the examination of candidates for Public School teachers' certificates shall also apply to and govern the Intermediate Examination in all matters where applicable.\*

### THE APPORTIONMENT OF THE LEGISLATIVE GRANT.

The grant will be distributed as follows:—

I. In the payment of a *minimum* fixed allowance of \$400 to each School.

II. According to average attendance, \$1 per unit.

III. *On report of Inspectors.*

The sum of (say) *ten thousand dollars* will be distributed amongst the schools according to their efficiency, as determined by the report of the Inspectors. In determining this, account will be taken of the following:—

(a) School accommodation, condition of school premises, general educational appliances (maps, apparatus, etc.)

(b) Number of masters employed, as compared with the number of pupils and classes, qualifications of masters, character of teaching, etc.

(c) Character of the work done between the entrance and the intermediate examinations, or in the "Lower School."

(d) The quantity and quality of the work done in the "Upper School."

(e) Government, discipline, general morale.

#### \* Appeal to the Minister.

44. Any candidate for a third-class certificate shall have the right to appeal to the Minister against the decision of the Local Board of Examiners; and any candidate for a first or second-class certificate may claim to have his papers re-read under the following conditions:—

1. Such appeal or claim shall be made within one month after the promulgation of the result of the examination by the Department.

2. The grounds of such appeal or claim must be specifically stated.

3. A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim be sustained, but otherwise be forfeited.

4. In the case of candidates for third-class certificates, a copy of the appeal, with full particulars of objections, shall be sent by the appellant to the County Board or presiding Inspector.

#### IV. *On the results of the Intermediate Examination.*

The sum of (say) ten thousand dollars, will be distributed on the results of the Intermediate Examination."

The allowance to each school will be the sum of the amounts specifically assigned in each of the foregoing particulars.

The High School grant for 1879 will, accordingly, be distributed as follows:—

I.—104 schools at \$400 each.....	\$41,600
II.—One dollar per unit of average attendance, say .....	6,400
III.—On report of Inspectors .....	10,000
IV.—On results of Intermediate Examination .....	10,000
	<hr/>
	68,000

### III.—CERTIFICATES OF QUALIFICATION TO TEACHERS IN THE PUBLIC SCHOOLS.

*Amended Regulations, approved by the Lieutenant-Governor in Council, 30th September, 1879.*

#### CONDITIONS OF OBTAINING CERTIFICATES.

##### 1.—*For Third-Class Certificates.*

1. The conditions upon which third-class certificates may be obtained from County Boards are as follows:—

(1) In order to be qualified to receive a third-class certificate, the candidate must be, if a male, at least eighteen years of age; if a female, seventeen at least; and proper proof of age must be produced by each candidate.

(2) The candidate must have passed the prescribed non-professional examination for third-class certificates.

(a) Any person who shall pass the Intermediate examination in High Schools, or the prescribed non-professional examination for second or first-class certificates, shall be deemed to have passed the non-professional examination for third-class certificates.

(3) The candidate must subsequently have attended, for one session, at a County Model School.

(4) At the close of his term of attendance at the County Model School, he shall be examined in the work of the term, together with any other subjects connected with the practice of teaching, which the Minister may appoint.

(a) Before being admitted to this professional examination, the candidate must receive a certificate from the Head Master of the Model School that he has throughout the term paid satisfactory attention to his duties, and that he is, in the opinion of the Head Master, a fit person to be allowed to go up to the examination.

(5) He must produce evidence that he is of good character.

2. The duration, renewals and endorsement of third-class certificates are governed by the following provisions:—

(1) A third-class certificate shall be valid only in the county where given, and for three years only.

(2) No candidate shall be permitted to enter the second time for a third-class certificate, except by special permission of the Minister on the recommendation of the County Inspector. The County Board may further require any candidate for renewal to attend a County Model School before granting such renewal certificate.



(3) As cases may arise where third-class teachers are unable to qualify themselves for passing the examination prescribed for second-class certificates, or may require further time and opportunity for becoming qualified; and as, nevertheless, it is desirable in some such cases that the teachers who are in this position should not be excluded from the profession; the Minister may, on the recommendation of the County Inspector, allow a third-class teacher, of experience and proved ability as a teacher, to teach permanently, or for any specified length of time, (or for such further time as will afford opportunity for obtaining a second-class certificate) on a third-class certificate within the county for which the certificate has been granted. But each such case must be specially reported on by the Inspector, who shall state fully the grounds which, in his opinion, warrant such extension.

(4) Third-class certificates shall only be endorsed by a Public School Inspector, having jurisdiction, at the request in writing of a school corporation, and on condition that the holder present a certificate of good moral character, signed by a clergyman within a month of the date of such application.

(5) A third-class certificate shall be endorsed but once by the same Inspector, and in no case by more than two Public School Inspectors, nor shall it be endorsed in a county in which the holder has previously held one of the same grade.

## 2.—*For Second-Class Certificates.*

3. The conditions upon which second-class certificates are to be granted are as follows:—

(1) In order to be qualified to receive a second-class certificate, the candidate must have passed the prescribed non-professional examination for second-class certificates.

(a) Candidates who, in passing the Intermediate Examination, obtain 20 per cent. on each subject and 40 per cent. on the group, will be regarded as having passed the non-professional examination for third-class certificates. Those who, while fulfilling the above conditions, obtain fifty per cent. of the whole number of marks obtainable, will be considered as having passed the non-professional examination for second-class certificates, Grade B; while those who obtain 30 per cent. on each subject, 50 per cent. on the group, and 60 per cent. of the aggregate marks, will be considered as having passed the non-professional examination for second-class, Grade A.

(2) The candidate must have taught, successfully, for at least one year, in one of the Provincial Schools of Ontario, and must have attended, for one session, at a Provincial Normal School.

(3) At the close of his term of attendance at the Normal School he shall be examined in the work of the term, together with any other subjects connected with the practice of teaching which the Minister may appoint.

(a) Before being admitted to this professional examination, the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the term, paid satisfactory attention to his duties, and that he is, in the opinion of the Principal, a fit person to be allowed to go up to the examination.

(4) He must produce evidence that he is of good character.

(5) In the case of a Public School teacher, who has successfully taught in a school for at least three years before the 18th day of August, 1877, a second-class certificate may be awarded to such teacher upon successfully passing the non-professional examination for such certificate, and upon satisfactory proof being furnished to the Minister of such period of teaching service. It shall not be necessary that any such teacher shall be required to attend a Normal School in order to obtain a second-class certificate.

## 3.—*For First-Class Certificates.*

4. The conditions upon which first-class certificates are to be granted are as follows:—



(1) In order to be qualified to receive a first-class certificate, the candidate must have passed the prescribed non-professional examination for first-class certificates.

(2) He must also have attended for one year at a Provincial Normal School, after obtaining a second-class certificate, and must pass an examination on the work of the session, together with any other subjects connected with the practice of teaching which the Minister may appoint.

(a) Before being admitted to this examination the candidate must receive a certificate from the Principal of the Normal School that he has, throughout the session, paid satisfactory attention to his duties, and that he is, in the opinion of the Principal, a fit person to be allowed to go up to the examination.

(b) Any person who has taught successfully for two years on a second-class certificate, and has passed such examination as the Minister may prescribe, to test his fitness to teach on a first-class certificate, is exempted from attendance at the Normal School.

(3) He must produce evidence that he is of good character.

#### 4.—General.

5. The law provides that no certificate shall be given to any person as a teacher who does not furnish satisfactory proof of good moral character, or who, at the time of applying for the certificate, is not a natural born or naturalized subject of Her Majesty, or who does not produce a certificate of having taken the oath of allegiance to Her Majesty, before a Justice of the Peace for the municipality in which such person resides.

6. A candidate for the non-professional examination prescribed for first and second-class certificates respectively, may present himself at any time when an examination is being held, on giving the required previous notice; but no certificate of any class will be granted until all the conditions have been satisfied.

7. Teachers holding certificates granted anywhere in the British Dominions, and which the Minister may regard as corresponding to Provincial first or second-class certificates, may be admitted to examination for first and second-class certificates respectively in this Province, provided that they produce satisfactory evidence of good character and time of actual experience, as required of other teachers.

8. Graduates in Arts, who have proceeded regularly to their degrees in any University in the British Dominions, and who produce satisfactory evidence of having taught successfully for one year, and satisfactory proof of good character, may be admitted to the examination for first-class certificates without previously obtaining third and second-class certificates.

9. Any person who holds the qualification of a High School Head Master shall be regarded as qualified to occupy the position of Head Master of a Public School, not being a Model School. If, besides holding the qualification of a High School Master, he has passed the first-class professional examination, he shall also be regarded as qualified to be Head Master of a Model School.

#### IV.—COUNTY MODEL SCHOOLS—INSPECTION.

*Amended Regulations, approved by the Lieutenant-Governor in Council, 30th September, 1879.*

The inspection of County Model Schools shall, in future, be regulated as follows:—

1. The Public School Inspector or Inspectors having jurisdiction within the county or subdivision of the county in which the Model School is situate, shall be entrusted with the duty of organizing the County Model Schools at the beginning of each term, and he or they shall attend at the opening of the first term of the school in each year, and shall direct and assist the Principal of the Model School in the classification of students, and such other work as may be necessary to secure the object for which County Model Schools have been instituted.

2. In cases where the County Model School is situate in any city or town, the Public School Inspector of such city or town shall act jointly with the County Inspector or Inspectors, and shall have the like duties and jurisdiction.

3. Each Model School shall be visited by such Inspector or Inspectors twice in each term, in which they may exercise the same authority as in cases of inspecting Public Schools; and they may expel any student-in-training for misconduct or neglect of duty, but subject to appeal to the County Board of Examiners. In cases where there are two County Inspectors and only one Model School in a county, the Inspectors shall visit the school in alternate terms.

4. The Principal of a County Model School may suspend any student for misconduct or neglect of duty, for one week, subject to appeal to the Public School Inspector or Inspectors having jurisdiction over such school.

5. Two visits of one day each to a County Model School by such Inspector or Inspectors shall be considered as equivalent to two half-yearly visits to a Public School, and shall be remunerated in the same way and to an equal extent as if such visits were made to the same number of departments in a Public School.

6. The Inspector or Inspectors shall report to the Education Department in December of each year, setting forth the character of the work done in the Model Schools in regard to the efficiency of the Principal and his assistants, and the progress, regularity of attendance and standing of the students-in-training, and such other matters as he or they may consider important.

7. In addition to the above-mentioned inspection, with a view of securing a uniform standard and systematized operation of the County Model Schools, as well as of affording special information to County Boards, Public School Inspectors and Principals (where necessary), in regard to the conduct of such schools, and other matters relating thereto, the Minister will also, through the members of the Central Committee of Examiners, extend a general oversight and supervision over County Model Schools, for the express object of enabling them the better to fulfil their functions as local institutions for the training of third-class teachers.

ADAM CROOKS,  
*Minister of Education.*

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## V.—NORMAL SCHOOLS—INSPECTION.

*Amended Regulations, approved by the Lieutenant-Governor in Council, 30th September, 1879.*

The Normal Schools at Toronto and Ottawa shall be respectively inspected at least once in each of the three sessions in the Academic Year, and this duty shall be discharged from time to time by any two of the members of the Central Committee whom the Minister may appoint for this purpose, and who shall report to him the results of each inspection, and also any other material circumstances connected with either of such Normal Schools.

ADAM CROOKS,  
*Minister of Education.*

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XXI.—HIGH SCHOOLS IN THE COUNTY OF LANARK, DATED THE 4TH OF OCTOBER, 1879.

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## HIGH SCHOOLS IN THE COUNTY OF LANARK.

*Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 4th day of October, 1879.*

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education, with reference to the High Schools in the County of Lanark, and advise that the same be acted upon.

Certified,

(Signed) J. G. SCOTT,  
*Clerk, Executive Council, Ontario.*

8th October, 1879.

The undersigned respectfully begs to report, for the consideration of His Honour the Lieutenant-Governor in Council, the following respecting the Education Department, that is to say :—

The County Council of the County of Lanark, by by-law passed 22nd June, 1878, proposes to discontinue the High School situated in the Township of Pakenham, and the High School situated in the Village of Carleton Place, and the High School situated in the Village of Smith's Falls, in the County of Lanark, in order that there should be but two High Schools within the said county.

The Boards of the respective High Schools proposed to be discontinued have been called upon to answer this proposed action of the County Council, and their answers have been submitted for the report of the High School Inspectors.

1. In the case of the Pakenham High School, the High School Inspectors recommend that this school be discontinued upon the following grounds: (1) inasmuch as it is only six or seven miles from Almonte, and about the same distance from Arnprior, in which respectively there is a successful High School; (2) with the exception of a brief period, the school has always been in a feeble condition; (3) that such village and neighbourhood cannot supply sufficient material for a good High School, and it is unable to raise sufficient means for securing the services of competent masters, and two-thirds of the ratepayers, by their petition, declare their inability to incur the expense necessary for erecting suitable High School buildings; (4) the interests of education would not suffer if this school be discontinued.

2. In the case of the Carleton Place High School, it appears that a good school could be maintained if the ratepayers of the village cordially united in this. Thus far their conflicts have interfered with the efforts of those who endeavour to carry out the instructions of the Department, with the view of securing proper High School accommodation, which has been needed for years. The Inspectors recommend that this school be temporarily suspended, with a view to its being finally closed unless this accommodation is provided without delay, and have also recommended that the High School grant should not be paid so long as this state of things continues.

3. In the case of Smith's Falls, it appears that in the past years the school has prepared a large number of successful candidates for teachers' certificates; (2) that the village is financially able to maintain an efficient High School, and that the people are able and willing to secure this is evidenced by the facts that they have recently erected a commodious addition to the High School building, and have engaged a competent assistant to the Head Master; (3) their circumstances justify the conclusion that this school will become still more efficient, and it further appears that it has now entered upon a course of increased efficiency and usefulness.

The undersigned therefore respectfully begs to recommend to the Lieutenant-Governor in Council :—



1. That an Order in Council be passed to approve of the by-law of the County Council of the County of Lanark so far as relates to the discontinuance of the Pakenham High School, and that such discontinuance take effect on and after the first day of January next.

2. That the subject of the Carleton Place High School be further considered in case the present default at the Board should be found to continue after the close of this year, but that it is inexpedient that this school should be deprived of its grant for the current year.

3. That the Smith's Falls High School be not discontinued, and that the by-law of the County Council in this respect be not approved by His Honour in Council.

Respectfully submitted,

(Signed) ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT (ONTARIO),  
TORONTO, October 3rd, 1879.

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XXII.—REPORT ON IRREGULARITIES AT BELLEVILLE EXAMINATIONS, DATED THE 23RD OF OCTOBER, 1879.

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REPORT ON IRREGULARITIES AT BELLEVILLE.

*Copy of an Order in Council approved by His Honour the Lieutenant-Governor, the 23rd day of October, 1879.*

The Committee of Council have had under consideration the annexed report of the Honourable the Minister of Education with reference to certain improper practices at the Intermediate Examination held in July last at the City of Belleville, and advise that the same be acted upon.

Certified,

(Signed) J. G. SCOTT,  
*Clerk, Executive Council, Ontario.*

24th October, 1879.

The undersigned respectfully begs to report for the consideration of His Honour the Lieutenant-Governor in Council the following respecting the Education Department.

That on the 26th day of September, 1879, the undersigned appointed John George Hodgins, Deputy Minister, and Frederick Burrows, Public School Inspector of the County of Lennox and Addington, to be Commissioners for investigating alleged improper practices at the Intermediate Examination, held in July last, at the City of Belleville, who, on the 11th of October, 1879, reported to me the result of their inquiries, which is to the effect that the following candidates, Hattie Elworthy, No. 991, Annie Elizabeth Anderson, No. 988, E. H. Anderson, No. 1011, A. H. Gilbert, No. 1015, and James H. Munn, No. 1020, had been guilty of improper practices in obtaining extraneous assistance which they used at such examination, and which materially aided them in passing such examination. The Commissioners also report that the said A. H. Gilbert and James H. Munn stated when examined under oath by the Commissioners what they knew to be false, and that it was only after hearing other evidence which proved the collusion between them that they withdrew such false statements.



Under the foregoing circumstances the undersigned respectfully begs to recommend that the examinations of Hattie Elmothry, Annie Elizabeth Anderson, E. H. Anderson, A. H. Gilbert, and James H. Munn, be disallowed ; and that the said A. H. Gilbert be further disqualified from obtaining or holding any teacher's certificate in this Province, and that the said James H. Munn be similarly disqualified from obtaining or holding any teacher's certificate, and that he also be deprived of any status which he at present holds as Public School teacher.

Respectfully submitted,

(Signed) ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT (ONTARIO),  
TORONTO, 16th October, 1879.

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XXIII.—EXAMINATION OF ALEXANDER MANSON AND A. B. TELFER DISALLOWED, DATED THE 23RD OF OCTOBER, 1879.

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XXIV.—CREIGHTON'S EPOCH PRIMER AUTHORIZED, DATED THE 29TH OF OCTOBER, 1879.

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XXV.—OTTAWA NORMAL SCHOOL MASTERS' SERVICES DISPENSED WITH, DATED THE 1ST DAY OF NOVEMBER, 1879.

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OTTAWA NORMAL SCHOOL MASTERS' SERVICES DISPENSED WITH.

*Copy of an Order in Council, approved by His Honour the Lieutenant-Governor, the 1st day of November, A.D. 1879.*

Upon consideration of the Report of the Honourable Minister of Education, dated 13th October, 1879, the Committee of Council advise that the services of William R. Riddell, B.A., Mathematical Master, and Duncan McArthur, Writing and Book-keeping Master, of the Ottawa Normal School, be dispensed with, and that they each be paid a gratuity equal to four months of their annual salary, amounting to five hundred dollars and one hundred dollars respectively ; such allowance being at the rate of one month for each year of service, and that the same be paid out of the appropriations for their salaries for the current year, so far as they may extend, and the residue out of the appropriation for gratuities. The Committee further recommend that a warrant in favour of the Honourable the Treasurer for the sum of \$600, to enable him to make the said payments, be issued.

Certified,

(Signed) J. G. SCOTT,  
*Clerk, Executive Council, Ontario.*

13th November, 1879.

The undersigned begs to report for the consideration of His Honour the Lieutenant Governor in Council the following respecting the Education Department :—

Upon consideration of the course of study of the Ottawa Normal School, and considering that any arrangement for the instruction of a first division for candidates for first-class teachers' certificates was unnecessary, owing to there being full opportunity for all candidates of this class at the Toronto Normal School, where but one-half of the ordinary number for a first division are now in attendance, and considering the necessity of strictly limiting Normal Schools in the training of candidates for second-class certificates to professional work, the undersigned has found it necessary to make the requisite changes in the course of study in the two Normal Schools for the purpose of giving effect to the foregoing, and in doing so has found it unnecessary, and in fact in opposition to the proper scope of the instruction required at the Ottawa Normal School, that the services of the Mathematical Master should be continued, and instruction in the methods of teaching arithmetic can be effectually given by the Principal ; and also, that the teaching of book-keeping and writing to Normal School students is not properly within the scope of professional training, the undersigned is therefore obliged to recommend that the services of William R. Riddell, B.A., Mathematical Master, and Duncan McArthur, the Writing and Book-keeping Master be dispensed with, from the first day of September last, and that each be paid a gratuity equal to four months of their annual salary, and being equal to five hundred (500) dollars and one hundred (100) dollars respectively, computed at the rate of one month for each year of service, and that the same be paid out of the appropriation for their salaries for the current year, as far as they may extend.

Respectfully submitted,

(Signed) ADAM CROOKS,  
*Minister of Education.*

EDUCATION DEPARTMENT (ONT.),  
TORONTO, 13th October, 1879.

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## XXVI.—AMENDED REGULATIONS FOR POOR SCHOOLS, DATED THE 5TH OF DECEMBER, 1879.

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### APPLICATION FOR AID FROM THE POOR SCHOOL FUND.

*From the County or District Inspector*

#### INSTRUCTIONS.

1. Applications to be made annually or semi-annually in May and October, if practicable, but any special cases can be considered at intervening periods.
2. The schools mentioned in the report are to be understood as having complied with the regulations herewith.
3. In special cases, where the Inspector considers any condition should be dispensed with, he will report the circumstances to the Minister.
4. No special form of application need come from the trustees, but the Inspectors will be relied upon for ascertaining and reporting such facts as would justify aid being granted to the schools, and to the extent mentioned below.

## REPORT.

Name of Township, if without Municipal Organization.	Name of Organized Township.	Number of School Section.	Special Municipal Aid for the year.	Amount proposed to be granted by the Department.	Address of the Trustee or Teacher to whom the Grant should be remitted.

I, the undersigned, . . . . ., Public School Inspector for the County (or District) of . . . . . hereby certify that the above-mentioned schools and Municipalities have complied with the regulations herewith, and that the several facts mentioned in my report, as above, are respectively correct.

. . . . ., *Inspector.*

Dated, . . . . .

*To the Honourable the Minister of Education (Ontario).*

#### CONDITIONS OF AIDING PUBLIC SCHOOLS IN NEW AND POOR TOWNSHIPS.

Special Aid will be granted (as hereinafter specified), by the Education Department, to "Public Schools in New and Poor Townships," upon the following conditions, viz. :—

1. That a school section with definite boundaries has been set apart by the Township Council, having jurisdiction, or, where no municipal organization exists, by the Stipendiary Magistrate, or by him and the Public School Inspector, if any, under the authority of the twenty-sixth and one hundred and seventy-ninth sections of the Public Schools Act.

2. That trustees have been duly elected for such section.

3. That a building and other suitable accommodation for the school, have been provided by the trustees.

4. That a teacher holding a valid certificate has been employed by the trustees, for at least six months of the year.

5. That the half-yearly and yearly Reports in the prescribed forms be sent in to the Inspector, at the times specified, and certified by him as satisfactory.

I. Upon the foregoing conditions, the Department will make a grant to a School in a new township, *without municipal organization.*

II. The grants made by the Department to schools in townships *with municipal organization* will not exceed the special grant made to them by the County or Township Council concerned, but will generally equal such special grants.

III. Where circumstances justify it, the Department may also make appropriations out of the grant by way of special aid, without requiring compliance with all or any of the aforesaid conditions.

IV. Should facts or circumstances, reported to the Department, require it, the grant may be withheld altogether in any particular year, or at the end of any particular period specified, as may be deemed most expedient.

XXVII.—EXAMINATION OF CERTAIN CANDIDATES AT SMITH'S FALLS HIGH SCHOOL DISALLOWED. CERTIFICATES OF WILLIAM A. HOWARD, BLANCHE JARVIS, AGNES CRAINE, NELLIE FROST, MAGGIE ANDERSON, HENRIETTA LAMB, GEORGINA ANDERSON AND JOSEPH BOURKE CANCELLED, AND STATUS AS PUBLIC SCHOOL TEACHERS TAKEN AWAY. WILLIAM A. HOWARD, AGNES CRAINE AND JOSEPH BOURKE DISQUALIFIED FROM OBTAINING OR HOLDING CERTIFICATES IN THIS PROVINCE, DATED THE 18TH OF DECEMBER, 1879.

XXVIII.—NEW EDITION OF NATIONAL SERIES OF READING BOOKS, WITH "HOYT'S PATENT IRON BINDING," SANCTIONED, DATED THE 18TH OF DECEMBER, 1879.

## APPENDIX B.

INSPECTORS', HIGH SCHOOL MASTERS' AND EXAMINERS' CERTIFICATES.

*Appointments during 1879 by Order in Council (continued from Report of 1878).*

### I.—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

*Note.*—All Inspectors will be *ex-officio* Members of the Boards of Examiners for their respective Counties.

Brisbin, Bernard M. Davis, S. P., B.A. Dorland, Peter L.	Forrest, William, B.A. Mills, Thomas W., M.A., M.D. McBride, Dugald.	McBride, William, B.A. McLurg, James. Sinclair, Angus, M.A.
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### II.—NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

Campbell, Henry J., B.A. Crosby, Alonzo C., B.A. Dickson, John E., B.A. Ellis, William S., B.A. Forrest, William, B.A., M.D. Irvine, William H., B.A. Johnson, W.D., B.A. McBride, Dugald.	McBride, William, B.A. McDowell, Charles, B.A. McKay, Matthew, B.A. MacLachlan, G., B.A. Morris, Albert M., B.A. Parker, Andrew L., B.A. Perry, Peter.	Shannon, Lewis W., B.A. Smith, D. E., B.A. Smith, George, B.A. Wallace, William G., B.A. Wetherell, James E., B.A. Whittington, Robert, B.A. Worrell, Clare L., B.A.
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### III.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

Bogert, Rev. J. J., M.A. Boyd, Rev. James M. Blair, Rev. William, B.A. Brown, James. Brown, Oliver J., B.A. Burns, Rev. Nelson.	Cockburn, Rev. E. Egan, Rev. J. J. Moffatt, Rev. R. C. Morris, Albert M., B.A. McDiarmid, Hugh.	McDowell, Charles, B.A. McLean, Peter. Page, Thomas O. Shortt, Rev. William K., M.A. Somerville, Rev. John, M.A.
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### APPOINTED UNDER SECTION 27 OF SCHOOL ACT OF 1879.

MacCabe, John A., M.A.	O'Hagan, Thomas.	White, James.
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## APPENDIX C.

## TEACHERS RETIRED FROM THE PROFESSION DURING 1879.

No.	NAME.	COUNTY.	Amount Returned.	
			\$	c.
1069	Allen, Richard	Simcoe	5	00
1070	Adair, A. A.	Perth	4	50
1071	Aurey, E.	Lincoln	3	00
1072	Annis, Andrew E.	Huron	15	00
1073	Austin, W. C.	Hastings	6	00
1074	Armstrong, Francis W.	Wentworth	6	00
1075	Adams, G. H.	Haldimand	14	00
1076	Allen, James	Grey	8	00
1077	Anderson, Alexander	Wellington	11	00
1078	Anderson, Thomas	do	7	00
1079	Ash, Emmanuel	Middlesex	13	00
1080	Bradley, John	Lanark	14	00
1081	Bergey, David	Waterloo	16	00
1082	Baxter, Hector	Victoria	14	00
1083	Baird, James L.	Kent	12	00
1084	Boyd, Isaac C.	York	2	00
1085	Bowerman, W. K.	Prince Edward	2	00
1086	Blackwood, Robert	Waterloo	20	00
1087	Broderick, John	Huron	7	00
1088	Brownell, James E.	Frontenac	2	00
1089	Bain, W. L.	York	4	00
1090	Barr, William	Middlesex	6	00
1091	Bromley, Edwin	Renfrew	4	00
1092	Burrell, G. W.	Wentworth	6	00
1093	Brooks, H. W.	Hastings	6	00
1094	Bowman, A. C.	Waterloo	6	00
1095	Brown, W. G.	Ontario	6	00
1096	Blanchard, William (deceased)	Hastings	28	98
1097	Barr, William	Essex	5	00
1098	Beattie, Andrew	Waterloo	6	00
1099	Burton, John	Renfrew	10	00
1100	Bourk, S. C.	Frontenac	4	00
1101	Contois, Edward	Renfrew	8	00
1102	Campbell, William	Elgin	6	00
1103	Coulter, A. F.	do	6	00
1104	Callbary, T. J.	Durham	9	60
1105	Cunningham, A. W.	Simcoe	13	00
1106	Cushine, John (deceased)	Wellington	64	86
1107	Cheeseman, Enoch W.	Elgin	5	00
1108	Corrigan, Annie B.	Middlesex	124	00
1109	Cooper, Sam.	do	7	00
1110	Cloes, John	Elgin	6	00
1111	Cameron, M. L.	Kent	1	00
1112	Campbell, Chris. G.	Northumberland	5	00
1113	Cain, Thomas Y.	Peel	6	00
1114	Cowan, Hector	Waterloo	8	00
1115	Clerke, H. S.	Ontario	10	00
1116	Cowan, Thomas C.	Middlesex	2	00
1117	Cullen, J. F.	Norfolk	15	00
1118	Cody, W. T.	Oxford	4	00
1119	Cavell, W. A.	Peel	1	00
1120	Crowder, L. J.	Northumberland	5	00
1121	Davidson, Robert R.	Perth	5	00
1122	Dawdy, W. H.	Lincoln	6	00
1123	Dierks, Henry (deceased)	Victoria	11	47
1124	Dickie, William	Middlesex	8	00
1125	Decow, Abner E.	Norfolk	4	00
1126	Dunham, J. B.	Hastings	12	00
1127	Deacon, James A. (deceased)	Grey	11	05
1128	Dobbin, R. O.	Waterloo	11	00
1129	Dayman, W. H.	Durham	4	00
1130	Emory, C. Van Norman	Halton	2	00
1131	Edwards, Richard	Huron	9	00
1132	Fitzpatrick, John A.	Peterborough	5	00
1133	Foot, William F.	Wentworth	9	00

## TEACHERS RETIRED FROM THE PROFESSION DURING 1879.

No.	NAME.	COUNTY.	Amount Returned.
1134	Fordyce, George C. (deceased).....	Wellington.....	\$24 93
1135	Ferguson, John.....	Ontario.....	5 00
1136	Fallow, James J.....	Renfrew.....	14 00
1137	Foster, F. A.....	Bruce.....	4 00
1138	Ford, William.....	Huron.....	7 00
1139	Fraser, R. N.....	Renfrew.....	3 00
1140	Ferguson, Alexander.....	Victoria.....	5 00
1141	Fieldhouse, M. H.....	Northumberland.....	10 00
1142	Fear, J. W.....	Huron.....	5 00
1143	Farrar, Rev. H.....	Carleton.....	9 00
1144	Flesher, Thomas.....	Grey.....	17 00
1145	Flynn, James.....	Haldimand.....	3 00
1146	Fee, William George.....	Halton.....	16 00
1147	Farquharson, W.....	Kent.....	5 00
1148	Farquharson, James.....	do.....	3 00
1149	Forrester, David.....	Hastings.....	3 00
1150	Gillick, William.....	Ontario.....	10 00
1151	Glassford, Robert M.....	York.....	11 00
1152	Graham, J. C.....	Bruce.....	13 00
1153	Gray, William.....	Kent.....	10 00
1154	Grey, Jeremiah.....	Durham.....	2 00
1155	Gottfreidsen, Julius.....	Frontenac.....	5 00
1156	Hamby, W. S.....	Wellington.....	5 00
1157	Huntsman, Lution E.....	Lincoln.....	6 00
1158	Hewitt, Noah.....	Bruce.....	4 00
1159	Hughes, R. A.....	Essex.....	16 00
1160	Hay, John.....	Bruce.....	5 00
1161	Hubbs, C. E.....	Prince Edward.....	2 00
1162	Houston, Robert.....	York.....	5 00
1163	Hughes, George.....	Elgin.....	6 00
1164	Huggard, Charles.....	Simcoe.....	5 00
1165	Haws, J. D.....	Peel.....	17 00
1166	Holgate, T. F.....	Hastings.....	8 00
1167	Hopper, A. E.....	Carleton.....	4 00
1168	Harris, A. B.....	Oxford.....	4 00
1169	James, William M.....	Elgin.....	5 00
1170	Jenner, John E.....	Kent.....	6 00
1171	Jamieson, W. S.....	Huron.....	6 00
1172	Kelly, Michael.....	Carleton.....	6 00
1173	Kemp, J. M.....	Northumberland.....	6 00
1174	Kennedy, Archibald.....	Middlesex.....	6 00
1175	Kerr, W. H.....	Huron.....	8 00
1176	Kearns, Charles.....	Simcoe.....	15 00
1177	Lowe, W. P.....	Renfrew.....	6 00
1178	Leacock, H. J.....	Lambton.....	15 00
1179	Little, Richard (deceased).....	Northumberland.....	32 95
1180	Logan, William.....	Kent.....	14 00
1181	Lang, G. H.....	Simcoe.....	6 00
1182	Lefebvre, J. M.....	Leeds.....	1 00
1183	Leitch, Thomas.....	Elgin.....	3 00
1184	Leitch, M. L.....	Lambton.....	5 00
1185	Latimer, Eliza A. (deceased).....	Grenville.....	13 82
1186	Miller, Alexander.....	Huron.....	6 00
1187	May, Playter.....	Waterloo.....	6 00
1188	Manley, Charles L. (deceased).....	Welland.....	15 95
1189	Moyer, L. A.....	Lincoln.....	12 00
1190	Mabee, Ira.....	Norfolk.....	5 00
1191	Monroe, R. W.....	Renfrew.....	14 00
1192	Moyna, Michael.....	Simcoe.....	6 00
1193	Mathews, W. C.....	Northumberland.....	6 00
1194	Moran, D. W.....	Hastings.....	5 00
1195	Malcolm, George.....	Simcoe.....	12 00
1196	Murphy, E. W.....	do.....	11 00
1197	Moore, Neil D. (deceased).....	Waterloo.....	25 62
1198	McBrayne, Dugald (deceased).....	Middlesex.....	27 35
1199	Mackay, Adam W.....	Lincoln.....	14 00
1200	Macallum, Arch. (deceased).....	Wentworth.....	133 89

## TEACHERS RETIRED FROM THE PROFESSION DURING 1879.

No.	NAME.	COUNTY.	Amount Returned.
			\$ c.
1201	McDonald, John R.	Bruce	4 00
1202	McCatty, John	Lambton	15 00
1203	McKay, William	Brant	9 00
1204	McMurchy, John D.	Victoria	14 00
1205	McCready, S. N.	Hastings	11 00
1206	McLean, A. B.	Victoria	7 00
1207	McCarthy, William T.	Peterborough	8 00
1208	McCarter, Wesley S.	Hastings	4 00
1209	McCamus, J. A.	Ontario	5 00
1210	McLachlan, James	Wellington	2 00
1211	McIntyre, Hugh	Lanark	2 00
1212	McCallum, Arch. B.	Middlesex	6 00
1213	McGoey, Joseph J.	Simcoe	6 00
1214	McTavish, H. W.	Peel	12 00
1215	McCleary, J. W.	Bruce	4 00
1216	McDermott, Thos. H.	Simcoe	10 00
1217	McCallum, F. E.	Durham	3 00
1218	McLure, D. S.	Lambton	13 00
1219	McIlroy, E. J.	Welland	3 00
1220	McFarlane, W. H.	Middlesex	8 00
1221	McFarland, Robert	Lambton	8 00
1222	Nash, J. S.	Lincoln	11 00
1223	Nichols, W. L.	York	14 00
1224	O'Brien, John (deceased)	Frontenac	8 60
1225	O'Gorman, Constantine	Ontario	12 00
1226	Popham, E. S.	Carleton	2 00
1227	Purves, William	Kent	13 50
1228	Patteson, Joseph W. (deceased)	Haldimand	39 04
1229	Payette, Emmanuel	Simcoe	12 00
1230	Pinkerton, Samuel	Bruce	2 00
1231	Rutherford, A. C.	Dundas	2 00
1232	Ritchey, C.	Haliburton	2 00
1233	Ruttan, R. F.	Lennox and Addington	6 00
1234	Rae, George L.	Durham	2 00
1235	Robertson, R. H.	Perth	7 00
1236	Rutherford, Chas.	Grey	12 00
1237	Rowan, James	Renfrew	7 00
1238	Roddy, John (deceased)	Northumberland	31 00
1239	Rogers, S. R.	Grey	2 00
1240	Rodgers, J. W.	Hastings	14 00
1241	Robinson, J. M.	Wellington	6 00
1242	Strongman, W. A.	Simcoe	6 00
1243	Stone, George	Renfrew	8 00
1244	Suckling, A. N.	Dundas	3 00
1245	Sangster, C. H.	Hastings	3 00
1246	Stauffer, Foster	Waterloo	7 00
1247	Smith, Arch. D.	York	6 00
1248	Sharra, W. J.	Dundas	6 00
1249	Sherk, William	Waterloo	15 00
1250	Shaw, F. W.	York	7 00
1251	Sproule, J. T.	Simcoe	6 00
1252	Sanderson, George	Hastings	5 00
1253	Spence, W. H.	Middlesex	4 00
1254	Skelly, T. J.	Simcoe	4 00
1255	Seebor, Ernst	Bruce	15 00
1256	Sawers, J. M.	Simcoe	8 00
1257	Sutherland, J. T.	Huron	7 00
1258	Smith, A. G.	Essex	5 00
1259	Stuart, Peter	Halton	6 00
1260	Shaver, J. W.	Wentworth	5 00
1261	Shea, J. W.	Simcoe	2 00
1262	Steady, G. H.	Leeds	9 00
1263	Stilwell, J. R.	Haldimand	12 00
1264	Sangster, Alex.	Ontario	4 00
1265	Scott, G. T.	Middlesex	6 00
1266	Trainer, William	Leeds	14 00
1267	Tinsdale, R. H.	Bruce	8 00



## TEACHERS RETIRED FROM THE PROFESSION DURING 1879.

No.	NAME.	COUNTY.	Amount Returned.
			\$ c.
1268	Tearle, W. A.	Peel	7 00
1269	Treleaven, R. J.	Huron	10 00
1270	Trueman, T. J.	Simcoe	8 00
1271	Thompson, William	Durham	45 00
1272	Terryberry, I. B.	Lincoln	60 00
1273	Tisdale, Edwin S.	Oxford	4 00
1274	Taylor, Robert	Bruce	7 00
1275	Vallillee, J. E.	Russell	3 00
1276	Wilson, William	Bruce	14 00
1277	Watson, Albert.	Halton	3 00
1278	Wood, William (deceased)	Peterborough	41 57
1279	Wallace, David	Carleton	13 00
1280	White, P. M.	Hastings	11 00
1281	Wright, M. J.	Wentworth	7 00
1282	Warner, R. J.	Lambton	2 00
1283	West, W. A. N.	Welland	8 00
1284	Watt, Arven C.	Simcoe	5 00
1285	White, W. H. (deceased)	York	10 71
1286	Weir, Henry A.	Peel	10 00
1287	Wilson, W. H.	York	15 00
1288	Waller, T. E.	Hastings	4 00
1289	Wheeler, Albert.	York	2 00
1290	Young, John	Bruce	7 00
1291	Young, J. M.	Peterborough	2 00

## APPENDIX D.

## LIST OF HIGH SCHOOL INSPECTORS.

James A. McLellan, M.A., LL.D. ; J. M. Buchan, M.A. ; S. Arthur Marling, M.A.

## APPENDIX E.

## LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alexander McNaughton	Stormont	Newington.
Arthur Brown	Dundas	Morrisburg.
Wm. J. Summerby	Prescott	Vankleekhill.
Odillon Duford	Russell	Curran.
Rev. John May, M.A.	Carleton	Ottawa.
Rev. George Blair, M.A.	Grenville and Town of Prescott	Prescott.
William R. Bigg	Leeds, No. 1, and Town of Brockville.	Brockville.
Robert Kinney, M.D.	Leeds, No. 2.	Farmersville.
F. L. Michell, B.A.	Lanark and Town of Perth.	Perth.
R. G. Scott, B.A.	Renfrew, Town of Pembroke, and District of Nipissing.	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward	Pictou.
William Mackintosh	Hastings, No. 1.	Madoc.



## LIST OF PUBLIC SCHOOL INSPECTORS.

NAME.	JURISDICTION.	POST OFFICE.
John Johnston .....	Hastings, No. 2, and City of Belleville.....	Belleville.
Edward Scarlett .....	Northumberland and Town of Cobourg.....	Cobourg.
John J. Tilley.....	Durham and Towns of Bowmanville and Port Hope .....	Bowmanville.
James Coyle Brown .....	Peterborough.....	Peterborough.
C. D. Curry, B.A. ....	Haliburton .....	Minden.
James H. Knight .....	E. Victoria and Town of Lindsay .....	Lindsay.
Henry Reazin .....	W. Victoria .....	Lindsay.
James McBrien .....	Ontario and Town of Whitby .....	Myrtle.
John Hodgson .....	S. York .....	Yorkville.
David Fotheringham .....	N. York.....	Aurora.
Donald J. McKinnon .....	Peel and Town of Brampton .....	Brampton.
Rev. William McKee, B.A. ....	S. Simcoe .....	Cookstown
James C. Morgan, M.A. ....	N. Simcoe and Towns of Barrie and Orillia ..	Barrie.
Robert Little .....	Halton and Towns of Milton and Oakville ..	Acton.
Joseph H. Smith .....	Wentworth, City of Hamilton and Town of Dundas .....	Ancaster.
Michael Joseph Kelly, M.D. ....	Brant, City of Brantford and Town of Paris ..	Brantford.
John B. Somerset .....	Lincoln .....	St. Catharines.
James H. Ball, M.A. ....	Welland and Towns of Clifton and Thorold ..	Thorold.
Clarke Moses .....	Haldimand .....	Caledonia—Seneca.
James J. Wadsworth, M.A., M.B. ....	Norfolk and Town of Simcoe .....	Simcoe.
William Carlyle .....	Oxford and Towns of Ingersoll, Tilsonburg and Woodstock .....	Woodstock.
Thomas Pearce .....	Waterloo and Towns of Berlin and Galt.....	Berlin.
David P. Clapp, B.A. ....	N. Wellington and Towns of Harriston and Mount Forest .....	Harriston.
J. J. Craig .....	S. Wellington and Town of Orangeville .....	Guelph.
Thomas Gordon .....	W. Grey and Town of Owen Sound .....	Owen Sound.
William Ferguson .....	S. Grey and Town of Durham .....	Priceville.
Andrew Grier .....	E. Grey and Town of Meaford .....	Thornbury.
William Alexander .....	N. Perth and Towns of Listowel, Palmerston and Stratford .....	Stratford.
John M. Moran .....	S. Perth, Towns of Mitchell and St. Mary's ..	Stratford.
John R. Miller .....	S. Huron and Town of Goderich .....	Goderich.
Archibald Dewar .....	N. Huron and Towns of Clinton and Seaforth ..	Seaforth.
W. S. Clendenning .....	E. Bruce .....	Walkerton.
Alexander Campbell .....	W. Bruce and Town of Kincardine .....	Kincardine.
John Dearness .....	E. Middlesex .....	London.
Joseph S. Carson .....	W. Middlesex .....	Strathroy.
A. F. Butler .....	Elgin .....	St. Thomas.
Edmund B. Harrison .....	E. Kent and Town of Bothwell .....	Ridgetown.
Wilnot M. Nichols, B.A. ....	W. Kent .....	Rondeau Harbour.
Charles A. Barnes .....	Lambton, No. 1, and Town of Petrolia .....	Forest.
John Brebner .....	Lambton, No. 2, and Town of Sarnia .....	Sarnia.
Theodule Girardot .....	Essex, No. 1, and Towns of Sandwich and Amherstburgh .....	Sandwich.
D. A. Maxwell .....	Essex, No. 2 .....	Amherstburgh.
P. A. Switzer, B.A. ....	Districts of Algoma and Parry Sound and Town of Collingwood .....	Collingwood
Rev. Thos. McKee .....	District of Muskoka .....	Angus.
James Hughes .....	City of .....	Toronto.
Rev. Robert Torrance .....	Town of .....	Guelph.
W. G. Kidd .....	City of .....	Kingston.
J. B. Boyle .....	" .....	London.
John C. Glashan .....	" .....	Ottawa.
James B. Grey .....	" .....	St. Catharines.
Rev. A. McColl .....	Town of .....	Chatham.
R. B. Carman, M.A. ....	" .....	Cornwall.
John Rogers .....	" .....	Niagara.
James Stratton .....	" .....	Peterborough.
J. M. Platt, M.D. ....	" .....	Pictou.
G. W. Ross, M.P. ....	" .....	Strathroy.
John McLean .....	" .....	St. Thomas.
Rev. George Bell, LL.D. ....	" .....	Walkerton.
Thomas Hilliard .....	" .....	Waterloo.
Richard Harcourt, B.A., M.P.P. ....	" .....	Welland.
G. A. Somerville .....	" .....	Oshawa—Guelph P.O.
J. C. Patterson, M.P. ....	" .....	Windsor.









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